URBAN/MUNICIPAL
CA4 ON HBL W26
A35
1993

Agendas Of The Operations Management Committee

Jan. 12/93 -

URBAN/MUNICIPAL
CA4 ON HBL W26
A35
1993

AGENDA
TIONS MANAGEMENT COMMITTEE
1993 01 12

Confirmation of the minutes of the 1992 11 10 meeting.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Report from the Officials re Medical Reports - O.H.I.P. Services **- Pages 1 and 2**

2. Report from the Officials re City of Hamilton Levy Payments to the Boards of Education **- Pages 3 to 18**

3. Reserve for Assessment Appeal: Dofasco **- Pages 19 and 20**

4. Debentured Capital Projects **- Pages 21 to 23**

5. Pediculosis Update **- Page 24**

NEW BUSINESS:

1. Membership Fees:
   - Canadian Education Association - $3,959.25 (1992 fee)
   - Ontario Educational Research Council - $725.00 (1993 fee) **- Pages 25 to 27**
   - Association française des conseils scolaires de l'Ontario - $1,716.28 (1992 fee)

2. Membership, Ontario Public School Boards' Association - Requested by Trustee Hill

3. Educational Exchanges **- Pages 28 to 30**

4. Correspondence from the Halton Board of Education re amendments to the Freedom of Information and Protection of Privacy Act (referred by 1992 12 15 Board) **- Pages 31 to 62**

5. Report of the Special Education Advisory Committee **- Page 63**

ELEMENTARY/SECONDARY

NEW BUSINESS:

1. Recommendations of the Director of Education **- Page 64**

2. Presentations regarding the placement of condom vending machines in secondary schools **- Please refer to separate attached documents**

   a) Ms. Joan DeNew, Hamilton & District Council of Women
   b) Ms. C. Yachetti, Canadians for Positive Community Standards
   c) Ms. Pat Allen, Pregnancy Counsellor - Beginnings
   d) Ms. Wendy van Leeuwen, Students for Positive Sexual Choices

Education Centre
100 Main Street West
Hamilton, Ontario

1993 01 12

To the Chairman and Members of the
Operations Management Committee
Hamilton Board of Education

Ladies and Gentlemen:

Re: Medical Reports - O.H.I.P. Services

As of January 1, 1993, O.H.I.P. will no longer pay for such medical services as back-to-work notes for employees, school physicals for students and requests by third parties for medicals (life insurance, disability claims). Whereas previously, these were covered by O.H.I.P., physicians will now be able to directly bill patients for these uninsured services.

Employment Services

a) Under the terms of collective agreements, employees absent for more than three consecutive working days must submit a medical note in order to obtain paid sick leave benefits. Approximately 1300 medical certificates are submitted each year to the Board. The Board has no obligation to pay for such medical notes, which if valued at $20 each would represent a total cost of $26,000. Any changes in these contract provisions are subject to negotiation.

b) The Board has assumed the cost of certain medical examinations - those performed by a Board physician relative to hiring, a second opinion on a disability claim, or request for accommodation. Annual Board expenditures for these services are in the range of $8,000.

We propose no change to the above arrangements despite the recently announced amendments under O.H.I.P.

Program

a) ***Identification, Placement and Review Committee Process (IPRC)*** -- The Hamilton Board's IPRC process routinely requests three packages of information: -- a health assessment, a psychological assessment, and educational assessment. The latter is mandatory under the current legislation while health assessments and psychological assessments although advantageous are optional unless the Committee requires the information to make a decision in identification and/or placement.

   In discussions with the Ontario Medical Association, it was felt that routine requests may be subject to a charge. However, specific referrals because of some genuine health concern may be covered by OHIP as part of a medical procedure.

b) ***Home Instruction/Itinerant Teaching (Operating Procedure SP-12A)*** -- Page two of this procedure indicates that "when the pupil is able to return to school, the parent must request a medical certificate from the physician which must include a statement with regard to any limitation of activities." This would appear to be the type of documentation that OHIP would not pay for.

The legislation does not require a student to submit a medical certificate upon return to school. However, the principal may request a written note from the parent/guardian explaining the student's absence.

c) *Reports from Outside Sources*

i) Psychiatric/Paediatric Reports -- These reports would result from medical assessments done in the community. OMA personnel presently feel that there would not be a charge for such reports as they would be a part of a specific diagnostic procedure.

ii) Psychological/Speech Therapy/Social Work/Audiology Reports -- These reports are not billed under OHIP but are covered by the ministry of Community and Social Services.

iii) Other -- Presently we have an excellent reciprocal arrangement with all local clinics and Agencies in terms of providing and receiving reports.

d) *Sports*

Bob Chapman, Co-ordinator of health and Physical Education has indicated that the OHIP ruling could affect the sport's program in three ways:

i) Sports Fitness Form -- all students/parents are required to submit this form prior to participation in school sports. The form contains the recommendation that the student should have a physical prior to participation. However, in practice, most parents just sign the form and return it to the school.

ii) Return from minor sports injury (e.g. sprains) -- It is optional for the students to have a physical after such injuries.

iii) Return from major sports injury (broken bone, concussion etc.) -- A student returning from a major injury is expected to have a medical report that stipulates what activities in which (s)he is able to participate.

There will need to be further investigation (legal and medical) regarding possible implications for review of forms and procedures in the above program areas.

Recommendation

That this report be received for information.

Prepared and Submitted by: E. G. Bond, Superintendent of Program
D. B. Sinclair, Superintendent of Human Resources

Approved by: K. A. Rielly for D. W. Goodridge
Director and Secretary of the Board

Education Centre
100 Main Street West
Hamilton, Ontario

1993 01 12

To The Chairman and Members
Operations Management Committee
Hamilton Board of Education

Ladies and Gentlemen:

RE: City of Hamilton Levy Payments to the Boards of Education

---

At the Operations Management Committee of November 1992, a report from the City of Hamilton Finance and Administration Committee was presented. The report requested our comments on the proposed change in levy payments from monthly to quarterly effective January, 1994.

Our Solicitor has reviewed this matter and quotes Section 243(2) of the Education Act which requires a municipality to remit taxes to a school board on a quarterly basis unless there is an agreement. Appendix A is our Solicitor's opinion.

A cost simulation (Appendix B) is included which estimates the additional cost of approximately $969,000 or an increase of $5.65 in education taxes on the average assessment of $5,000.

Appendix C outlines a number of considerations or options that could be pursued. Appendix D is a summary of costs for both the Hamilton-Wentworth Roman Catholic Separate School Board and the Hamilton Board. Appendix E is the report from the City of Hamilton.

RECOMMENDATION:

THAT this report be received for information.

Prepared by: Greg Rutledge, Controller
Submitted by: Paul Shewfelt, Superintendent of Finance and Treasurer
Approved by: K.A. Rielly for D.W. Goodridge,
Director of Education and Secretary

Evans, Philp
BARRISTERS & SOLICITORS

W. IAN GORDON, Q.C., LL.B.
LEE A. PINELLI, LL.B.
ROBERT H. ROGERS, LL.B.
PAUL H. PHILP, LL.B.
WAYNE R. RICHARD, LL.B.
NANCY L. SMITH, LL.B.
THOMAS J. LITZGUS, LL.B.

ORVILLE M. WALSH, K.C.
(1919-1949)

JOSEPH M. PIGOTT, Q.C., LL.B.
*LARRY G. CULVER, LL.B.
BRENT J. FOREMAN, LL.B.
RANDALL S. BOCOCK, LL.B.
MARK J. ZEGA, LL.B.
BRUCE I. DAVIES, LL.B.
ANITA D. STEEL, LL.B.

F. JOHN L. EVANS, Q.C., LL.B.
(1931-1980)

*CERTIFIED BY THE LAW SOCIETY OF UPPER CANADA AS A SPECIALIST IN CIVIL LITIGATION

(416) 525 1200
FAX (416) 525-7697

16TH FLOOR, COMMERCE PLACE
ONE KING STREET WEST

MAIL
P.O. BOX 930, STATION A
HAMILTON, CANADA
L8N 3P9

November 18, 1992

The Board of Education for the City of Hamilton
100 Main Street West, 5th Floor
HAMILTON, Ontario
L8N 3L1

Attention: Mr. Paul Shewfelt
Treasurer & Director of Finance

Dear Sir:

RE: Levy Payments from the City of Hamilton

You have forwarded to us a copy of a letter received by Mr. Rielly from the City Clerk, dated October 16, 1992. We have reviewed the letter, the recommendation from the City Treasurer and the background material. We have reviwed the Education Act, Municipal Act and we have conducted research with respect to any decided cases.

Section 243 (formerly Section 215) of the Education Act sets out the manner in which taxes levied are to be remitted to a school board. Payments are basically to be quarterly, unless a divisional board has entered into an agreement with a majority of the municipalities in the school division to alter the number of installments and due dates. It would appear that there is no written agreement between the City, being the only municipality in the school division and your Board. There has, however, been an understanding and a practice that the levy payments are paid on a monthly basis. It would appear unless they are convinced otherwise, that the City will opt to pay the levies in accordance with subsection 2 of section 243 i.e. basically on a quarterly basis. In doing so, it would also appear that the City will treat the existing arrangement as if an agreement did exist and would give the notice as required under subsection 4 to terminate the alleged existing agreement. Since they did not do so by October 31 of 1992, such notice would only be effective to terminate the agreement if given before October 31, 1993, to terminate as of the 31st of December, 1993.

In our opinion, it is within the City's right to adopt the

procedures as set out in section 243 and upon giving the proper notice to terminate the existing arrangements and as of 1994, to start to remit payments on a quarterly basis.

There are no decided cases directly on point. The only case in which the section was discussed which we were able to turn up, is Windsor Roman Catholic Separate School Board vs the City of Windsor, reported in 64 Ontario Reports, second series at page 241. In that case, the City of Windsor had opted to change the time for remittance from a more frequent time frame to the payments schedule as set out in the Education Act. The action was by the school board against the City claiming interest on the funds collected by the City prior to remittance and also a portion of any penalties collected from delinquent tax payers. It was accepted as a given that the City had the right to change the payment times to that required under the Education Act. The decision of the Court of Appeal was that the action should be dismissed. In the course of the judgement, however, the Court of Appeal made some interesting comments. We quote from the decision of Mr. Justice Blair:

> "The City is not a mere instrument of the Board for the purposes of collection and disbursement of taxes. At all times it has important public functions to perform. It is not only responsible for the collection of taxes for the Board but it must also make good any deficiencies in tax collections out of its own funds. In the exercise of its function, the City is responsible not only to the Board but to the citizens at large. Its relationship to the Board, is not that of a fiduciary governed by the principles of equity. Rather its relationship is that of a public authority governed by proper construction of the relevant statutes."

and also:

> "The reason why the act does not provide for sharing of tax penalties by the City with the Board is obvious. The City is vested with complete responsibility for tax collection both for itself and the Board. It is required by section 215 (2) of the Act to pay the Board the full amount of its tax levy in each year whether it is collected or not. In view of the responsibilities imposed on the City, the retention of penalties collected by it seems to be a reasonable and necessary part of the statutory scheme."

At first blush those excerpts would appear to be positive for a board of education. However, section 421 of the Municipal Act does not appear to have been addressed in that decision.

Section 421 of the Municipal Act provides that every municipal council in paying over any rate to a body for which it is required by law to levy rates or raise money shall, except where otherwise

provided, supply out of the funds of the corporation any deficiency caused by the non-payment of taxes, and where any deficiency is caused by the abatement or refund of or inability to collect taxes, the council shall charge back a proportionate share thereof to every such body provided that the council shall not charge back any deficiency caused by an abatement or refund of taxes made as a result of an application brought under clause 442 (1)(e). Unfortunately, therefore, the only exception to the City not being able to charge back deficiencies is by section 442 (1)(e), where an application to the council for the cancellation, reduction or refund of taxes levied in the year in respect of which the application is made, may be made by any person who is unable to pay taxes because of sickness or extreme poverty. The current recession may result in some application under that section but most people will not even know of its existence and if they unable to pay will just not pay.

We had hoped the sections referred to from the Windsor case might be some bargaining chip with the City; however, the sections referred to above of the Municipal Act would seem to eliminate that.

We then turned our mind to any situations where the City might agree to exempt premises from municipal taxes.

We were able to turn up one case which dealt with this issue. It was a case involving The Corporation of the City of London vs The Board of Education for the City of London and was an appeal to the Divisional Court. The judgement was delivered by Mr. Justice Trainor. In this case, the City of London Act provided inter alia that an agreement set forth as a schedule to the Act was ratified and confirmed. That agreement exempted certain premises from municipal taxes except for charges under the Local Improvement Act and business tax. In an application to determine whether the exemption extended to school taxes, the trial judge concluded that the words in the agreement in the context of the legislation were not sufficiently clear to encompass such taxes. As a consequence, the property although exempt from municipal taxes was held to be liable for school taxes. The City of London appealed and the appeal was dismissed. The Court held and the headnote as reported states that at the time the City of London Act was passed section 54 of the Public Schools Act provided that no by-law of a municipal council exempting any part of the ratable property in the municipality from taxation should be held or construed to exempt the property from school rates of any kind. Although, this provision was not included in the Education Act, which replaced the Public Schools Act, it was clear that in Ontario, by statute and case law, school taxes have received special consideration and protection. All property in Ontario is liable to assessment and taxation subject to very limited specific exemptions. There was no legislative authority given to a municipality to exempt a rate

payer from payment of education taxes. A school board has no power of exemption of ratable property. It has a positive obligation to see that rates are imposed equally on all rate payers of a municipality in proportion to the ratable property, and to insure that education taxes are levied and collected. The municipal function with regard to school taxes was found to be purely administrative. Each year a board prepares its estimates for school purposes and once adopted and presented to the council of the municipality, that body must levy and collect the amount of the requisition on all property ratable for public and secondary school purposes. Historically in Ontario, this has been the system except for changes in the administrative tasks. A municipality for legitimate municipal purposes may, by agreement, validated by the province, exempt property from municipal taxes. Such exemption will not, however, be construed to include school taxes unless the language of the enabling legislation or that of the agreement or by-law subsequently ratified by special Act, actually uses the words "school taxes" or "school rates". In that case Trainor, J. refers to Canadian Niagara Power Company vs Stanford where the special legislation provided that the company and its property in the municipality be and they are hereby exempted in each year of the said years from all municipal assessment or taxation of any nature or kind whatsoever. The judge in that case had held that school taxes were not included and had this to say:

> "Having regard to the relations between school boards and municipal corporations in Ontario and to the manner in which the legislature of that province, has dealt with school taxes, I am satisfied that its legislation, whether or general or special, empowering municipal councils to exempt from taxation enacted at or after the session of 1892, however, broad and general in its terms, should not be construed as authorizing exemption from school taxation, in any form or to any extent, unless taxation for school purposes is expressly mentioned in such legislation."
>
> Another judge in the same case had this to say:
>
> "The appellants (the Municipality) in order to defeat that intention rely on special Acts confirming upon municipalities in which the works of the companies are situate, the power to exempt them from municipal assessment or taxation and they claim that those special Acts override the general provisions of the law. I am unable to accept such a conclusion. Of course, the legislature could have the right to exempt from school taxes any industrial establishment. But in view of its settled policy it would require a formal enactment."

We do not known if the City of Hamilton has agreed to exempt any entities or companies from taxation without expressly excluding taxation from school purposes in such legislation. We also do not

know how you would find out except through some exhaustive review of the tax rolls. Therefore, we do not know if any of the foregoing can be of any assistance in your negotiation with the City.

If the City does proceed then the bottom line for taxpayers has not changed but the burden of interest on monies borrowed obviously gets shifted to the amount levied for education purposes and some how that fact must be made known to the tax payers.

There is a reference to the reverse effect should legislation change the payments from four times a year to a more frequent payment schedule. In this regard, we have contacted the legal services department of the Ministry of Education. There is presently no legislative change being proposed. We are advised that there are on going discussions and the matter has been raised frequently but no decisions have been made which result in any legislative change in the near future. You may want to discuss this with your counterparts in the other large boards as to whether there is any lobbying to implement a change.

Unfortunately, we have not been able to discover anything which can be of much use to you. We would be, however, happy to discuss any of the foregoing with you at your convenience.

Yours very truly,

W. IAN GORDON

WIG/lb

APPENDIX B

1992 SIMULATION ASSUMPTIONS/COMMENTS

Assumptions:

1. All cash in-flows and out-flows are actual to October 31; thereafter the timing and amounts are estimated based on historical information.

2. Levy payments would have been quarterly as follows:

March 31	$36,978,289
June 30	38,959,739
September 30	40,500,669
December 15	40,500,669
	$156,939,366

3. For external borrowing purposes, the Board can borrow from the Canadian Imperial Bank of Commerce at the prime rate. In the simulation, actual prime rates were used to October 31; thereafter prime was at 7%.

4. For internal borrowings, the Board charges interest on the interfund loans at the rate it would have received if it had been able to invest the funds on the money market. Interfund borrowings are provided by way of the capital, retirement gratuity and assessment reserves.

5. Monthly grant advances from the Ministry remain unchanged.

Comments:

(a) (i) Simulated Annual Cash Flow Projection Analysis For 1992

	CURRENT (MONTHLY)	PROPOSED (QUARTERLY)	VARIANCE
REVENUES			
Investment interest	$406,000	$181,000	[$225,000]
EXPENDITURES			
Internal Interest Expense	[79,000]	[618,000]	[539,000]
External Interest Expense	0	[205,000]	[205,000]
ESTIMATED 1992 COST	$327,000	[$642,000]	[$969,000]

If the receipt of the levy payment is at the end of the quarter, the Board will incur a total estimated cost of interest revenue foregone and cost of borrowing of $969,000.

APPENDIX B

Comments: (cont'd)

(a) (ii) External borrowings would have occurred by the end of February and continued through to June.

(iii) Maximum external borrowings would have been reached in June at approximately $23.5 million. The line of credit will need to be increased from $15 million to $25 - 30 million.

(b) In 1992, there were no major capital projects which required bridge financing awaiting debenture funds. In 1993, 1994 and 1995 there are several major capital projects which have received approval in the amount of $38.2 million.

(c) If monthly grant advances from the Ministry were to decrease in the January-June period then there would be greater borrowings.

(d) In September 1993, the collective agreements for elementary and secondary teachers require 12 payments vs 10 payments per year. The two additional payments will occur in September and June and will affect cash flow.

(e) The treasury function will become more complex and consume more time.

APPENDIX C

CONSIDERATIONS/OPTIONS

1. Levy payments could be made as collected by the City for residential and commercial/industrial and distributed in proportion to the levy.

79.6%	Education:	160 m
20.4%	City:	41 m
100%		$201 m

Residential: February, April, June, September
Commercial Industrial: February, June

(Commencing in January, 1993, taxpayers can make monthly payments.)

2. Retain the current monthly schedule and reduce the % advanced with catch up on the quarterly installment.

3. Receive the quarterly payment on the 25th or before of March, June and September rather than at the end of each quarter.

4. Borrow from the City at rates below prime.

5. Encourage the Ministry of Education to amend the Education Act to provide for more frequent payments.

6. Approve our budget before March 31 in order that our tax requisition can reflect the current year's levy.

ADDITIONAL COST TO TAXPAYERS

The City has estimated that a change from monthly to quarterly installments would increase their interest revenue by approximately $1 million based on a total educational levy of $200 million.

That is:

	Levy	Levy (%)	Additional City Revenue	Additional Boards Costs	Additional Cost to Taxpayers
Hamilton Board of Ed	$160,000,000	79.6%	$796,000	$969,000	$173,000
H.W.R.C.S.S.B.	41,000,000	20.4%	204,000	387,000	183,000
	$201,000,000	100.0%	$1,000,000	$1,356,000	$356,000

The additional cost to the Hamilton Board of Education would be $969,000 or an increase of $5.65 in education taxes on the average assessment of $5,000.

APPENDIX E

J.J. SCHATZ
CITY CLERK

THE CORPORATION OF THE CITY OF HAMILTON
OFFICE OF THE CITY CLERK
71 MAIN STREET WEST
HAMILTON, ONTARIO L8N 3T4

TEL: 546-2700
FAX: 546-2095

1992 October 16th

Mr. Keith Rielly
Director of Education
Hamilton Board of Education
100 Main Street West
Hamilton, Ontario
L8P 1H6

Dear Mr. Rielly:

Please be advised that Hamilton City Council at its meeting held Tuesday, 1992 October 13th, approved Section 13 of the TWENTIETH Report for 1992 of the Finance and Administration Committee as follows:

"13. (a) That a copy of the 1992 September 30 report of the City Treasurer regarding levy payments to the Boards of Education, be forwarded to the Boards of Education for their comments. (Copies of this report were distributed to members of the Finance and Administration Committee and are available from the Committee Secretary upon request.)

(b) That the Boards of Education be requested to provide their comments to the Finance and Administration Committee by the end of 1992 December."

Attached herewith for your reference is a copy of the 1992 September 30th report of the City Treasurer, respecting levy payments to the Boards of Education.

.../2

Would you please place this matter before the School Trustee Board in order that they can present comments to the City by the end of 1992 December, as per the above Council Resolution.

If I can be of any further assistance to you, please do not hesitate to contact me.

Yours truly,

J.J. Schatz
City Clerk

SKR/mjh
Attachments

cc: -A. Ross, City Treasurer
-Susan K. Reeder, Secretary
Finance and Administration Committee
-J. Pavelka, C.A.O.

CITY OF HAMILTON

- RECOMMENDATION -

DATE: 1992 September 30

REPORT TO: Susan K. Reeder, Secretary
Finance and Administration Committee

FROM: Allan C. Ross
Treasurer

SUBJECT: **LEVY PAYMENTS TO THE BOARDS OF EDUCATION**

RECOMMENDATION:

a) That a copy of the September 30, 1992 report of the City Treasurer regarding levy payments to the Boards of Education, be forwarded to the Boards of Education for their comments on the report.

b) That the Boards of Education be requested to provide their comments to the Finance and Administration Committee by the end of December, 1992.

Allan C. Ross

FINANCIAL/STAFFING/LEGAL IMPLICATIONS:

Increased cash flow and additional short term interest revenues of approximately $1 million to the City of Hamilton based on current interest rates if payment dates are revised to the minimum statutory requirement.

BACKGROUND:

The City of Hamilton has been making levy payments on a "monthly" basis to the Boards of Education for many years. Under this payment schedule, payments are made on the 28th day of each month with the exception of December when payment is made on the 21st day of the month. While there has never been a formal agreement between the City and the Boards for this schedule of payments, it is my understanding that it was agreed to in the early 1970 's by the City Treasurer and the Board of Education officials.

BACKGROUND: - continued

Section 243(2) of the Education Act, R.S.O. 1990 (copy attached) provides that the City is only required to make payments to the Boards of Education of 25% of the annual amount to be raised for School purposes on a quarterly basis on the following dates; March 31, June 30, September 30, and December 15th. You will note that there is also a provision in this section that the Municipality shall pay interest to the Board if it defaults on instalment payments and "with the consent of the board", the board shall allow a discount for payments made in advance. The City has never defaulted on a payment to the Boards over the years and consequently we have never been charged interest. Also, we have never received a discount on any advance payments since it does not appear that this was part of the arrangements made at that time. It should be noted that there has been some discussion recently regarding possible amendment of the Education Act to require more than 4 payments per year to school boards.

If the City revised the levy payment schedule to conform to the schedule outlined in the present Legislation, it would have a major impact on our cash flow and would generate a significant increase in short term investment interest revenues because payment of these expenditures would no longer be required on a monthly basis. This additional revenue will have a positive impact in reducing the City's mill rate and the reverse impact on the school board mill rate requirements. The levy payments to the Public and Separate School Boards in 1992 amount to approximately $200 million or $16.7 million per month. We estimate the increase in investment income to the City resulting from this change would be approximately $1 million.

A shift in the payment arrangement to the dates required by statute would result in increased revenues to the City. It would, however, also result in decreased revenues or potentially even costs to the Boards in the form of interest costs on short term borrowing. The net impact upon a Hamilton taxpayer might therefore be no reduction in the overall mill rate whatsoever, but simply a shift between the Boards' and the City mill rates. Furthermore if the payments were changed to 4 times per year and the legislation subsequently revised to provide for more, the reverse effect would be felt.

Subsection (4) of Section 243 of the Education Act refers to the termination of an agreement for these payment arrangements. Where there is an agreement and no provision has been made for it's termination, it continues in force from year to year until it is terminated on December 31 in any year by notice given before October 31 in such year by the Chief Executive of the Board or by the Clerk of the municipality.

While the City of Hamilton does not have a formal agreement with the Boards of Education, there has been a working arrangement in place for many years and if a change in policy for the payment of these levies were to be considered, it is recommended that the Boards be notified at the earliest possible date.

BACKGROUND: - continued

Two alternatives are possible if Committee and Council wish to pursue this matter.

Firstly, this report could be forwarded to the Boards of Education with a request for their comments on this matter by a specified date. Committee and Council could then consider the Boards comments and make a decision. If this alternative is pursued, it is likely that a change in the payment arrangements would not be possible for 1993, given the legislative and other considerations.

Secondly, the City could formally notify the Boards at this time of its wish to revert to the legislated quarterly payments. If this action were taken, the change could be accomplished for 1993, as any legislative considerations have been fully complied with.

Given the City's long standing arrangements in this regard and the magnitude of the shifts that would result from a change, it is recommended that the first alternative be selected. The City would then provide ample opportunity for the school boards to review and comment on this matter, with any change to the payment arrangements being possible in 1994 or subsequent years.

TWD:jc
Attachments

c.c. J.G. Pavelka, Chief Administrative Officer
P. Noé Johnson, City Solicitor

the amount that it is required by the divisional board to raise for public school purposes; and

(b) upon all the property rateable for secondary school purposes in the municipality the amount that it is required by the divisional board to raise for secondary school purposes. R.S.O. 1980, c. 129, s. 215 (1).

Payment to boards

(2) Subject to subsection (3), the council of each municipality in a school division in each year shall pay to the divisional board the amounts required to be raised by the municipality for public school purposes and for secondary school purposes, in the following instalments:

1. 25 per cent of such amounts on the 31st day of March;
2. 25 per cent of such amounts on the 30th day of June;
3. 25 per cent of such amounts on the 30th day of September; and
4. 25 per cent of such amounts on the 15th day of December,

and in case of non-payment of such instalments or any portion thereof on such dates, the municipality so in default shall pay to the board interest thereon from the day of default to the date that the payment is made at the minimum lending rate of the majority of banks listed in Schedule I or II to the *Bank Act* (Canada) on the day of default and where, with the consent of the board, such instalments or any portion thereof are paid in advance of such dates, the board shall allow to the municipality a discount thereon from the date of payment to the date upon which the payment is due at the minimum lending rate of the majority of banks listed in Schedule I or II to the *Bank Act* (Canada) on the date of payment. R.S.O. 1980, c. 129, s. 215 (2), *revised*.

Agreement

(3) A divisional board may, by agreement with a majority of the municipalities in the school division where such municipalities represent at least two-thirds of the equalized assessment in the school division as determined under the regulation made under subsection 240 (1), provide for any number of instalments and the amounts and due dates thereof other than those provided in subsection (2), which shall be applicable to all municipalities in the school division and otherwise subsection (2) applies with necessary modifications. R.S.O. 1980, c. 129, s. 215 (3); 1988, c. 46, s. 3 (1).

lité, le montant que le conseil de division scolaire exige qu'il recueille aux fins des écoles publiques;

b) sur les propriétés imposables aux fins des écoles secondaires dans la municipalité, le montant que le conseil de division scolaire exige qu'il recueille aux fins des écoles secondaires. L.R.O. 1980, chap. 129, par. 215 (1).

Versements aux conseils

(2) Sous réserve du paragraphe (3), le conseil de chaque municipalité d'une division scolaire paie chaque année au conseil de division scolaire les montants que la municipalité doit recueillir aux fins des écoles publiques et secondaires par versements périodiques comme suit :

1. 25 pour cent de ces montants le 31 mars;
2. 25 pour cent de ces montants le 30 juin;
3. 25 pour cent de ces montants le 30 septembre;
4. 25 pour cent de ces montants le 15 décembre.

En cas de non-paiement de ces versements, en tout ou en partie, aux dates indiquées ci-dessus, la municipalité en défaut verse au conseil des intérêts sur les sommes en souffrance à compter du premier jour du défaut jusqu'à la date où le paiement est effectué, au taux de prêt minimum appliqué par la majorité des banques mentionnées à l'annexe I ou II de la *Loi sur les banques* (Canada), le premier jour du défaut. Si, avec le consentement du conseil, ces versements périodiques, en tout ou en partie, sont payés antérieurement aux dates indiquées ci-dessus, le conseil accorde à la municipalité une remise sur ces sommes à compter de la date du paiement jusqu'à la date où celui-ci est exigible, au taux de prêt minimum appliqué par la majorité des banques mentionnées à l'annexe I ou II de la *Loi sur les banques* (Canada) à la date du paiement. L.R.O. 1980, chap. 129, par. 215 (2), *révisé*.

Entente

(3) Le conseil de division scolaire peut, grâce à une entente avec la majorité des municipalités de la division scolaire, si celles-ci représentent au moins les deux tiers de l'évaluation péréquée dans la division scolaire, ainsi qu'elle a été calculée aux termes du règlement pris en application du paragraphe 240 (1), prévoir qu'un nombre de versements périodiques, leur montant et leur date d'échéance, autres que ceux prévus au paragraphe (2), soient applicables aux municipalités de la division scolaire, et par ailleurs le paragraphe (2) s'applique avec les adaptations nécessaires. L.R.O. 1980, chap. 129,

Termination of agreement

(4) Where an agreement under subsection (3) does not provide for its termination, it shall continue in force from year to year until it is terminated on the 31st day of December in any year by notice given before the 31st day of October in such year,

(a) by the chief executive officer of the divisional board as authorized by a resolution of the divisional board; or

(b) by the clerks of the majority of the municipalities which represent at least two-thirds of the equalized assessment in the school division as determined under the regulation made under subsection 240 (1),

and where no agreement is in effect under subsection (3), the payments shall be made as provided in subsection (2). R.S.O. 1980, c. 129, s. 215 (4); 1988, c. 46, s. 3 (2).

Where instalment due before requisition received

(5) Where, in any year, for any reason, the amounts required to be raised under subsection (1) have not been requisitioned before the date upon which an instalment is due, the amount of the instalment shall be based upon the requisition of the previous year and paid on the due date, and in the case of late payment or prepayment of all or part of such instalment the interest or discount under subsection (2) shall apply thereto, and the necessary adjustment shall be made in the instalment due next following the date upon which the requisition of the divisional board is received.

Application to separate schools

(6) Where a combined separate school board has requested the municipalities that are in whole or in part within the combined separate school zone to levy and collect the rates or taxes imposed by the board, the provisions of subsections (1) to (5) apply with necessary modifications to such board and such municipalities except that reference to equalized assessment in the school division shall be deemed to refer to equalized assessment rateable for separate school purposes in the combined zone.

Application to public school board

(7) The provisions of this section that apply in respect of the public school purposes of a divisional board apply in respect of a public school board.

Application to secondary school board

(8) The provisions of this section that apply in respect of the secondary school purposes of a divisional board apply in respect of a secondary school board. R.S.O. 1980, c. 129, s. 215 (5-8).

Résiliation de l'entente

(4) Si l'entente conclue aux termes du paragraphe (3) ne prévoit pas de résiliation, elle demeure en vigueur d'une année à l'autre jusqu'à sa résiliation le 31 décembre d'une année grâce à un avis donné avant le 31 octobre :

a) soit par le chef de service administratif du conseil de division scolaire qui y est autorisé par une résolution du conseil de division scolaire;

b) soit par les secrétaires de la majorité des municipalités qui représentent au moins deux tiers de l'évaluation péréquée dans la division scolaire ainsi qu'elle a été calculée aux termes du règlement pris en application du paragraphe 240 (1).

Si aucune entente n'est en vigueur aux termes du paragraphe (3), les versements sont effectués ainsi que le prévoit le paragraphe (2). L.R.O. 1980, chap. 129, par. 215 (4); 1988, chap. 46, par. 3 (2).

Versements périodiques échus avant la date de réception de la demande de crédits

(5) Si, au cours d'une année et pour une raison quelconque, les montants devant être recueillis aux termes du paragraphe (1) n'ont pas fait l'objet d'une demande de crédits avant la date où un versement périodique est échu, le montant du versement périodique doit être fondé sur la demande de crédits de l'année précédente et versé à la date d'échéance. En cas de paiement en retard ou anticipé de la totalité ou d'une partie du versement périodique, l'intérêt ou la remise prévu aux termes du paragraphe (2) s'y applique et le rajustement nécessaire est effectué lors du paiement du prochain versement périodique exigible après la date de réception de la demande de crédits du conseil de division scolaire.

Application aux écoles séparées

(6) Si le conseil fusionné d'écoles séparées a demandé aux municipalités comprises en totalité ou en partie dans la zone fusionnée d'écoles séparées de prélever et de percevoir les cotisations ou impôts exigés par le conseil, les paragraphes (1) à (5) s'appliquent, avec les adaptations nécessaires, au conseil et aux municipalités, sauf que le renvoi à l'évaluation péréquée dans la division scolaire est réputé un renvoi à l'évaluation péréquée des propriétés imposables aux fins des écoles séparées dans la zone fusionnée.

Application au conseil d'écoles publiques

(7) Les dispositions du présent article qui s'appliquent aux fins des écoles publiques d'un conseil de division scolaire s'appliquent au conseil d'écoles publiques.

Application au conseil d'écoles secondaires

(8) Les dispositions du présent article qui s'appliquent aux fins des écoles secondaires d'un conseil de division scolaire s'appliquent au conseil d'écoles secondaires. L.R.O. 1980, chap. 129, par. 215 (5) à (8).

1993 01 12

To The Chairman and Members,
Operations Management Committee,
Board of Education
Hamilton, Ontario

Ladies & Gentlemen,

Re: Reserve for Assessment Appeal: Dofasco

BACKGROUND:

Dofasco Inc. launched its' first of several Notices of Appeal with the Ontario Municipal Board (O.M.B.) in 1983 arguing that their properties within the City of Hamilton were over-assessed for property taxation.

Their presentation to the O.M.B. was supported by the following claims:

- economic obsolescence
- functional layout obsolescence
- steel-making processes resulting in abnormal deterioration of buildings
- inaccurate assessment of one mill and unfinished administrative space

Initially, Dofasco sought a 24 percent assessment reduction on specifically identified properties. On June 8th, 1987, the O.M.B. ruled in favour of the assessment appeal and levied a 10 percent across the Board assessment decrease on all of Dofasco's taxable holdings.

In conjunction with The Region and The City of Hamilton, the Board adopted the following motion:

> "That the Regional Assessment Commissioner be authorized to appeal the Dofasco Inc. decision by the Ontario Municipal Board (O.M.B.) on behalf of the Board of Education for the City of Hamilton".
>
> B.M.C. 87/07/02

On 1988/01/12, the Board established a "Reserve for Assessment Appeal" and began funding this account with the purpose of minimizing the anticipated financial burden resulting from an unsuccessful appeal. In 1989, the Ontario Supreme Court upheld the O.M.B. decision, however, the Divisional Court referred the decision back to O.M.B. for a review of the 10 percent overall reduction.

.../cont'd/2

Section 36(6) of the Assessment Act states that no change to the assessment base is permitted until all complaints, appeals or other proceedings concerning the assessment have been resolved. As a result, Regional, City and Education taxes have been collected on Dofasco's existing assessment throughout the period of appeal.

During 1992, Dofasco and the Regional Assessment Commissioner began exploratory discussions relating to a settlement.

Basically two alternatives were considered:

1/ beginning the appeal process again through the O.M.B. with all legal avenues open to appeal, all the way to the Supreme Court of Canada **or**
2/ an out-of-court negotiated settlement

On December 18, 1992, Minutes of Settlement between Dofasco Inc. and the Regional Assessment Commissioner were endorsed by the Assessment Review Board and the Ontario Municipal Board. This agreement ensured that all of the appeals outstanding by Dofasco Inc. on its' properties in the City of Hamilton have been settled, up to and including the 1992 tax year.

The settlement was contingent on the resulting tax refund of 8.5 million dollars being paid to Dofasco on December 31, 1992. This payout represented approximately **one third** of the total award sought by Dofasco.

The sharing of the Dofasco refund was determined by mill rates in effect on each year from 1983. Proportionately the contributions were as follows: Region 2.2 million dollars, City 2.4 million dollars and Education 3.9 million dollars.

The Board's share of the payout is 3.8 million dollars to be funded from our reserve (local tax payer) and the Province. The reserve was established on an after grant basis. It is estimated that the Ministry share of the payout will be 2.4 million dollars. Approximately 2 million dollars will be reflected in the December 31, 1992 surplus/deficit.

Throughout the Dofasco appeal, the issue has been reviewed and supported by trustees through several Budget Review Committees, Operations Management Committees and Board. The direction sought, combined with the full cooperation of the Board, the Regional Assessment Commissioner, the Board's external auditors and related staffs, have culminated into prudent financial management that has minimized the impact being placed on Hamilton ratepayers of today. We recognize and appreciate this support as we have now concluded, after nine years, the Dofasco appeal.

RECOMMENDATION:

That the funds for the Dofasco settlement be provided for through the transfer of the Reserve For Assessment Appeal to the Revenue Fund as at 31/12/92.

Prepared by: Daryl Sage, Manager, Special Projects/Audit/Assessment
Submitted by: Paul E. Shewfelt, Superintendent of Finance & Treasurer
Approved by: Keith A. Rielly for D. W. Goodridge, Director of Education and Secretary

Education Centre
100 Main Street West
Hamilton, Ontario

1993 01 12

To the Chairman and Members
Operations Management Committee
Hamilton Board of Education

Ladies and Gentlemen:

RE: Debentured Capital Projects
****

At the Operations Management Committee of December 1992, a report was approved to debenture five capital projects in the amount of $37,500,000 - Appendix A.

The estimated annual payment on a debenture of $37,500,000 would be as follows:

Term	Rate	Payment	Increase in Taxes on Average $5,000 Assessment *	
20 years	8.75%	$5,156,000	$ 30.05	3.2%
15 years	8.75%	$5,781,000	$ 33.70	3.6%

* based on the 1992 assessment base and education taxes of $930.59

A summary of debit charges for the period of 1976 to 1997 is attached - Appendix B.

R E C O M M E N D A T I O N:

THAT this report be received for information.

Prepared by: Greg Rutledge, Controller

Submitted by: Paul Shewfelt, Superintendent of Finance and Treasurer

Approved by: K.A. Rielly for D.W. Goodridge,
Director of Education and Secretary

Appendix A

New Schools and Renovations

Project	Architect *	Estimated Costs **	Method of Financing
JK- 5 Elementary School - Block 89	Trevor P. Garwood Jones, Architects	$6,000,000	Debentures
Middle School - Block 87	Rankin Architect Inc.	$8,000,000	Debentures
JK- 5 Elementary School - Block 90	Svedas Koyanagi Architects	$6,000,000	Debentures
Middle School on James MacDonald Site	Moeller & Hassell Architect & Engineer	$6,000,000	Debentures
Queen Mary Elementary School Replacement	Anthony Butler Architect Inc.	$11,500,000	Debentures
Total		$37,500,000	

* Source: November 1992 OMC Report: Appointment of Architects - Capital Projects

** Source: 1992 Accommodation Report

APPENDIX B

SUMMARY OF DEBT CHARGES
****

Year	Total Debt	Debt Charges	Debt Charges as % of Budget
1976	$ 36,594,136	$ 5,186,780	6.36%
1977	34,516,732	5,166,760	5.85%
1978	32,013,068	5,149,875	5.46%
1979	29,220,241	5,188,912	5.20%
1980	26,134,768	5,027,797	4.60%
1981	23,234,253	4,646,008	3.89%
1982	20,440,451	4,352,603	3.26%
1983	17,625,914	4,190,492	2.93%
1984	14,843,170	3,972,496	2.59%
1985	7,527,671	3,912,697	2.40%
1986	5,524,153	2,528,742	1.49%
1987	3,592,882	2,294,620	1.26%
1988	2,271,094	1,567,565	0.78%
1989	4,678,668	1,162,940	0.53%
1990	3,856,829	1,253,026	0.51%
1991	14,473,640	1,490,024	0.56%
1992	14,906,859	2,333,088	0.84%
1993	15,685,961	2,487,694	
1994	52,174,850	2,716,222	
1995	49,317,633	7,840,360	
1996	46,478,284	7,819,017	
1997	43,636,308	7,844,799	

Education Centre
100 Main Street West
Hamilton, Ontario

1993 01 12

To the Chairman and Members of the
Operations Management Committee
Hamilton Board of Education

Ladies and Gentlemen:

Re: Pediculosis Update

Background:

In early October, the following motion was passed:

> *"That the Board of Education for the City of Hamilton accept the Public Health Department's offer to co-ordinate intake and billing procedures for the period of September to December 1992 at a cost not to exceed $4000."*

To date, screening procedures for the September to December 1992 period have cost $1,250.67.

To cover subsequent costs of pediculosis screening to the Hamilton Board of Education, a budget line will be established (not to exceed $8,000 based on 1991 figures) as part of the 1993 budget process.

Recommendation:

> As an interim measure, that the Board of Education for the City of Hamilton accept the Public Health Department's offer to continue to co-ordinate intake and billing procedures for pediculosis screening for the period of January 1993 to April 1993 at a cost not to exceed $3,500.

The cost of such screening to the Hamilton Board should not exceed $3,500 (based on 1991 figures) and can continue to be provided from the Program Superintendent's Temporary budget line.

Prepared by: B. Schofield
Co-ordinator, Adjustment Services

Submitted by: E. G. Bond
Superintendent of Program

Approved by: K. A. Rielly for D. G. Goodridge
Director and Secretary of the Board

A tradition of excellence since 1891
Tradition d'excellence depuis 1891

CANADIAN EDUCATION ASSOCIATION
SUITE 8-200, 252 BLOOR STREET WEST
TORONTO, ONTARIO M5S 1V5

ASSOCIATION CANADIENNE D'ÉDUCATION
BUREAU 8-200, 252, RUE BLOOR OUEST
TORONTO (ONTARIO) M5S 1V5

December 7, 1992

Mr. Keith A. Rielly
Director of Education and Secretary
Hamilton Board of Education
P.O. Box 2558, 100 Main Street West
Hamilton, Ontario
L8N 3L1

Dear Mr. Rielly:

This is the time of year to renew your subscription to the CEA Information Service.

In 1992 you have received many publications from us: the first was five copies of the *CEA Handbook*. As one recipient said:" I could not do without it; it is better than anything our government produces". In February, we sent you an information note on the *Public Funding of Private Schools* and in May, the *Length of the School Day in Canada*. In September, you received a third information note on *French Immersion Today*.

Two special reports were also slated for 1992. You have already received *The Canadian Education Association: The First 100 Years 1891-1991* and the second major report will be in your office this month. *First Nations and Schools: Struggles and Triumphs* will be of great interest to you, we are sure. All of these reports are sent in multiple copies so that your colleagues and trustees can benefit from the Information Service as well.

Your subscription to the CEA Information Service also entitled you (and all others from your school system), to an $85 rebate on your registration at the CEA Convention in Montreal, and a discount on any bulk order (20 copies or more) of CEA publications.

You may have also called the CEA library with an education question and discovered that our librarians are really very knowledgeable.

Because of our past track record and, equally important, because of what we have in store for 1993, we hope you will take the time now to renew your subscription. The program for next year's convention in beautiful Victoria, September 28-October 1, is already set. As well, the invitation to the CEA Short Course in Banff (May 15-21) exploring the theme *Building a caring, equitable and safe society: Opportunity for educational leadership* has been mailed.

Our scheduled 1993-94 publication program, proposed by a number of expert educators, is certainly enticing. Judge for yourself:

- First, of course, will be the invaluable 1993 *Handbook*.

...2

TEL: (416) 924-7721
FAX: (416) 924-3188

A tradition of excellence since 1891
Tradition d'excellence depuis 1891

- Admission Criteria to Faculties of Education -- this directory will provide a look at the requirements for admission into the university teacher training programs across Canada.

- An update of *Requirements for Teaching Certificates in Canada*.

- A report dealing with violence and safety in the schools. This publication will be a practical collection of policies and measures that are proving successful.

- Standardized Testing -- the hows and whys of this hot issue will be written by an expert in the field.

- Crisis Management -- this handbook will tell you all you need to know about communicating with your various publics during a time of crisis. It will also describe how to set up a crisis management policy.

- Self-Esteem -- an information note which will present innovative methods being used to develop and enhance self-esteem in students. In these hard economic times, attention will be given to students who live in poverty and to measures used in communities that have faced high levels of unemployment.

- Also on the publishing program for 1993-94 is an information note on the pros and cons of semestering as well as an update of the 1984 publication *Educational Exchanges for Canadian Educators and Students*.

And, of course, you will receive all the CEA regulars: The *Newsletter*, the *News Bulletin*, *Education Canada*, the *School Calendar*, the *In-House Bibliography of School Board Reports* and, if you participate in the survey, the confidential report on *Salaries of School Board Officials*.

Because times are so difficult, the CEA Board asked us to keep any increase in the subscription fee to a minimum. Therefore, the fee for 1993 is 9.9¢ per student, a 2% increase over 1992.

You will notice a change in the form that we are asking you to return with your payment. A subscriber told us that sometimes he finds it difficult to distribute the number of copies we send him of a particular publication. So, in future, we will list the publications that will come off the press in the near future and ask you to decide how many you want to receive.

We thank you for your support of the Canadian Education Association during the past year. If we can be of assistance to you at any time, please let us know.

We look forward to hearing from you in the near future and to serving you in the coming year.

Yours sincerely,

Brigitte Lee

Brigitte Lee
Assistant Director

Att.

INVOICE/FACTURE
Nº 30434

CANADIAN
EDUCATION
ASSOCIATION
ASSOCIATION
CANADIENNE
D'EDUCATION
Suite 8-200
252 Bloor Street West
Toronto, Ont. M5S 1V5
(416) 924-7721

Mr. Keith A. Rielly
Director of Education and Secretary
Hamilton Board of Education
P.O. Box 2558, 100 Main Street West
Hamilton, Ontario
L8N 3L1

GST - TPS NO. R100763416

FAX (416) 924-8182

YOUR ORDER/VOTRE COMMANDE	RENEWAL	DATE	December 7, 19

Subscription - CEA Information Service
January 1, 1993 to December 31, 1993

41,053 X 9.9¢
(number of students as of September
or other convenient date)

Minimum fee $345.00 (fewer than 3,500 students)

GST Nil $4,064.24

PLEASE RETURN ONE COPY OF THIS INVOICE WITH YOUR PAYMENT
VEUILLEZ RETOURNER UNE COPIE DE CETTE FACTURE AVEC VOTRE PAIEMENT

CONSEIL SCOLAIRE PUBLIC DE
Stormont, Dundas & Glengarry
PUBLIC SCHOOL BOARD
902 2e Rue ouest / Second Street West
Cornwall, Ontario
K6H 5S6
(613) 933-6990

James W. Dilamarter
Director of Education and Secretary of the Board
Directeur de l'éducation et Secrétaire du Conseil

1992

November 16, 1992.

K.A. Rielly,
Director of Education,
Board of Education for the City of
Box 558, Hamilton,
Hamilton, Ontario.
L8N 3L1

Dear Mr. Rielly:

Attached you will find an application form for membership in the Ontario Educational Research Council. You may already have submitted your 1993 registration fee. If so, please file this letter accordingly. If, on the other hand, you have not sent your membership application fee please read this letter.

These are tough economic times. As a colleague I, too, have gone through the turmoil and devastation of the budget process. Many things we cherished for years had to be sacrificed last year. Some of you had to choose O.E.R.C. membership dues. This I believe is a tragedy and I ask for your reconsideration this year.

O.E.R.C. is one of the few constants in education. It has been a forum for discussion for years. As a young teacher I presented a paper at O.E.R.C. in the early 70's. The confidence I gained in doing that allowed me to improve my work with children. O.E.R.C. was the only place at which a classroom teacher could share their own classroom research in the 1970's and O.E.R.C. remains the only such opportunity.

If we are to continue to encourage classroom research in Ontario we need O.E.R.C. and O.E.R.C needs you. Our Board will continue to support this organization because it is the only one of its kind.

For the past year I have sat on the Board of Directors of the Council. I see that same enthusiasm for the classroom that I saw twenty years ago. Keep this organization alive! Send your 1993 registration fees now to the address below:

O.E.R.C.
c/o Nipissing University College,
100 College Drive,
North Bay, Ontario.
P1B 8L7
Attention: Mary Hookey

WE NEED YOUR SUPPORT.

Sincerely,

JWD/bv

James W. Dilamarter
Director of Education

ONTARIO EDUCATIONAL RESEARCH COUNCIL
CONSEIL ONTARIEN DE RECHERCHES PÉDAGOGIQUES

Our Board would like to enrol as a SUSTAINING MEMBER of OERC/CORP for the calendar year beginning January 1993.

Name of Board: .....

Address: .....

.....

Name of Chairperson: .....

Name of Director of
Education and/or Secretary.....

* A cheque for ..... is enclosed.

SUSTAINING MEMBERSHIP RATES:

1,000	0or fewer pupils		$ 75
1,001	-	2,000	$125
2,001	-	4,000	$225
4,001	-	6,000	$325
6,001	-	8,000	$450
8,001	-	10,000	$550
10,001	-	and over	$725

PLEASE NOTE:

All full-time employees and trustees of any school holding sustaining membership in OERC receive a $25.00 discount on the registration fee to our Annual Conference, held each year in early December in Toronto.

GST #R107797599
* This item is GST free.

Association française des
conseils scolaires de l'Ontario

le 30 novembre 1992

M. Jean-Félix Desmarais
Président, SLF
CÉd Hamilton
100, rue Main ouest
Hamilton (Ontario)
L8N 3L1

M. Keith Rielly
Directeur général
CÉd Hamilton
100, rue Main ouest
Hamilton (Ontario)
L8N 3L1

Messieurs,

L'année 1992 tire à sa fin et chacun.e s'apprête à établir ses prévisions budgétaires pour l'exercice 1993. Ainsi, l'Association française des conseils scolaires de l'Ontario (AFCSO) vous fait parvenir sous pli son formulaire de cotisation.

Cette année, une nouvelle formule a été utilisée pour calculer la cotisation : il s'agit d'une cotisation minimale de base de 750$ pour les 100 premiers e.q.m., et de 3.75$ l'e.q.m. supplémentaire.

Ce nouveau mode de calcul se veut un effort d'assurer une plus grande équité parmi les conseils membres de l'Association. Tout en réduisant le coût par e.q.m. au delà de 100, à 3.75 $ (l'an dernier il était de 4 $), l'Association a également majoré de 401 $ à 750 $ la somme minimale perçue pour les premiers 100 e.q.m.. Il est à noter qu'il s'agit de la première hausse de cette somme minimale depuis 5 ans.

Soyez assurés que l'AFCSO s'estime privilégiée de vous compter parmi ses membres. Vous trouverez ci-joint des dépliants résumant les activités et les dossiers qui ont fait l'objet des efforts de l'AFCSO au courant de l'année. Prière d'en remettre un exemplaire à chaque conseiller.e scolaire ou membres de CCLF.

Vous remerciant de l'appui que vous nous avez toujours manifesté, je vous prie d'agréer, messieurs, l'expression de mes sentiments distingués.

Le président,

Fernand Bégin

p.j.

435, boulevard St-Laurent, bureau 211, Ottawa, (Ontario) K1K 2Z8
Tél.: (613) 745-3193 Télécopieur: (613) 745-4772

COTISATION À L'AFCSO 1993

Conseil: **CÉd Hamilton**
Directeur général
Keith Rielly
100, rue Main ouest
Hamilton (Ontario) L8N 3L1

Nouveau modèle de prélèvement des cotisations

Le conseil d'administration a établi une cotisation minimale de base de 750.00$ pour les 100 premiers effectifs quotidiens moyens résidents et non résidents. (eqm - r & n-r) A cette somme de base vient s'ajouter la somme de 3.75$ par eqm - r & n-r.

❑ Nombre d'effectifs quotidiens moyens résidents et non résidents inscrits dans vos écoles et modules de langue française au 30 septembre 1992.		
- au palier élémentaire _____	----	(a)
- au palier secondaire _____	+ 465	(b)
❑ Total de (a) + (b) _____	465	(c)
❑ Cotisation minimale de base de **750$** pour les 100 premiers eqm - r & n-r	750.00	**(d)**
❑ Cotisation par eqm - r & n-r après les 100 premiers eqm - r & n-r à **3.75$: (c - 100) X 3.75$** Montant de la ligne (c) 465 - 100 x 3.75$ =	1 368.75	**(e)**
❑ **Le total de (d) et de (e)**	2 118.75	$
❑ TPS à payer (7%) (#R124019662)	148.31	
❑ **Total à payer à l'AFCSO pour l'année 1993**	2 267.06	$

*Veuillez faire parvenir votre chèque dès que possible à l'AFCSO au 435, boulevard St-Laurent, bureau 211, Ottawa, Ontario, K1K 2Z8.

Indiquez le nom du président de la SLF ou du CCLF et le nom du Président du Conseil pour l'année 1993.

Président de la SLF ou du CCLF : _____

Président du Conseil : _____

_____

Réservé à l'administration :

AFCSO : _____ TPS: _____ **Total:** _____ **Solde:** _____

1993, January12

To the Chairman and Members
Operations Management Committee
Hamilton Board of Education

Ladies & Gentlemen:

RE: EDUCATIONAL EXCHANGES

For a number of years, the Hamilton Board of Education has encouraged educator exchanges to provide opportunities for teachers and other professional staff to gain valuable knowledge and experience from other school systems. The Board's roles in educator exchanges is that of maintaining the appropriate communication networks among educational and governmental officials as well as setting the broad policy context. Over the years the responsibility for conducting this role has fallen to one supervisory official or another and no single central office has assumed the responsibility. The purpose of this report is to provide a broad outline of policy and guidelines as well as establish the office assuming responsibility for the administration of this policy.

TYPES OF EXCHANGE

a) ***Teacher Exchanges***
This is a direct job exchange generally for the period of one school year. The responsibility for coordination will be jointly shared by the Staff Development Office and the Director's Office.

b) ***Teacher/Principal Loan of Service - DND***
As Canada's role in the NATO defence network declines, it is expected that this opportunity will lessen, however until it ceases, the program will continue to be coordinated by the Director's Office.

c) ***Administrative Staff Exchange Visits***
Special terms have been negotiated with the Northamptonshire Education Authority, England and the Jiangsu Education Commission, China for academic and business administrators to participate in exchanges for periods generally lasting 2 - 3 weeks. The coordination of these exchanges will be the responsibility of the Staff Development Office.

d) ***School Twinnings***
Over the years a number of schools have become twinned with overseas counterparts. Current examples include Glendale Secondary School and Fukiyama High School (Japan), Sir Winston Churchill Secondary School and

Suzhou Middle School (China), C.B. Stirling Elementary School and Beijing Road Elementary School (Nanjing, China). The coordination of these twinnings will remain the responsibility of school Principals.

e) ***International Professional Development Courses***
Opportunities for teachers to participate in international professional development programs would be advertised throughout the system by the Staff Development Office.

Few educators would deny the changing realities of today's world by trying to maintain the status quo because to do so can only jeopardize the well being of future generations. Educational exchanges provide an opportunity to view global issues that cut across national boundaries, to focus on school improvement, to collaborate on current curriculum projects and to achieve greater understanding of multicultural issues. Whether our staff benefit more from understanding the shift from national economies to a global economy or from developing conceptions of international and intercultural interdependence is of lesser importance than the fact that our young people will be provided a cross-cultural awareness and options for international participation which they would not otherwise be able to do.

RECOMMENDATION:

THAT THE POLICY AND GUIDELINES FOR THE EDUCATIONAL EXCHANGE PROGRAM BE APPROVED.

Prepared and Submitted: R. W. Binns, Superintendent of Schools (Area 3)
Jim McCaughey, Program Leader (Staff Development)

Approved by: K. A. Rielly for D. W. Goodridge, Director of Education and Secretary

/md

EDUCATIONAL EXCHANGE PROGRAM

Educational exchanges provide a powerful vehicle to encourage visionary leadership within the Hamilton System.

Over the past several years the Hamilton Board has participated in several exchange programs for teachers and administrators with several jurisdictions. These excursions have ranged from international exchanges with China, Japan, and Northamptonshire, England to local exchanges with the Hamilton Board of Education. These exchanges have now evolved to the point where a policy and operational guideline would be of benefit to the system.

Exchanges enable groups and individuals to:

- compare the philosophies, infrastructure, strategies and resource allocation
- highlight the Hamilton System
- revisit our existing values, norms, structures and procedures
- scan the globe for current and future trends in education
- develop supportive relationships and global networks

Guidelines for Educational Exchanges

1. Responsibility for coordinating educational exchanges will be the responsibility of the Staff Development Office.

2. The Staff Development Office will be responsible for developing and managing the application, selection and planning procedures for exchanges.

3. Funding for Exchange Programs will be budgeted through the Staff Development Office subject to the usual budget approval processes. Cost items include:

    - Development of necessary materials for application, selection and planning of exchange programs;
    - Funding for reciprocal visits.

4. The Staff Development Office will provide to the appropriate Standing Committee:

    a) the selection procedures and list of participants;
    b) a presentation or report, following the exchange;
    c) a review of the exchanged program.

5. A specific focus for exchanges will be developed, with input and directions from Senior Management and in light of identified system priorities.

The Halton Board of Education

November 24, 1992

Mr. K. A. Rielly
Director of Education
Board of Education for the City of Hamilton
Box 558, 100 Main Street West
Hamilton, Ontario
L8N 3L1

Dear Keith:

Please find enclosed a copy of a presentation to the Management Board of Cabinet, Province of Ontario regarding the Freedom of Information and Protection of Privacy Act.

At the regular meeting of the Halton Board of Education on October 22, 1992, the following resolution was passed.

"THAT the Halton Board of Education support the recommendations of the presentation to the Management Board of Cabinet, Government of Ontario regarding the Freedom of Information and Protection of Privacy Act submitted by Lorie Jocius on June 25, 1992, and

THAT a letter of support be forwarded to the Premier of Ontario and the Management Board of Cabinet, and

THAT the Halton Board request the support of all Boards of Education in the Province of Ontario and large Municipalities in this matter."

In addition, a resolution was passed that a copy of the recorded vote and corresponding wards accompany the presentation.

The Halton Board of Education requests that your Board support the recommendations in this motion and forward a letter indicating your support to the Premier of Ontario and the Management Board of Cabinet.

Yours sincerely,

Bob Williams

Bob Williams
Director of Education

:ld
Enclosure

J.W. SINGLETON EDUCATION CENTRE
2050 Guelph Line, Burlington, Ontario L7R 3Z2 • P.O. BOX 5005
Tel.: (416) 335-3663 • Tor. 827-8403 • Fax (416) 335-9802

PRESENTATION

TO

THE MANAGEMENT BOARD OF CABINET

PROVINCE OF ONTARIO

REGARDING

THE FREEDOM OF INFORMATION

AND PROTECTION OF PRIVACY ACT

Submitted by:

Lorie Jocius

June 25, 1992

SECTION I - THE ISSUES

1. INTRODUCTION

The purpose of this submission is to request that the Legislative Government of the Province of Ontario, through the Management Board of Cabinet, review the Freedom of Information and Protection of Privacy Act of Ontario 1989 and consider bringing forward recommendations for amendments to the Act in order to curtail abuse of the processes established under the Act.

In Section II of this submission, we will document examples of what we believe to be perceived abuse of the Freedom of Information and Protection of Privacy Act as witnessed during the recent Key Communicator issue in Halton Region. We will also demonstrate:

a) that the offence provisions of the Act (e.g. Section 61) do not adequately condemn this type of abuse;
b) that the investigative provisions within the Act are either inadequate or not effectively enforced.

Our position will demonstrate that, because of current inadequacies in the Freedom of Information and Protection of Privacy Act, the potential exists for:

a) abuse of process by the general public;
b) contempt according to the "sub judice" rule by media and individuals.

2. POSITION

It is our contention that the Freedom of Information & Protection of Privacy Act of Ontario is unclear in the area of legal responsibilities of members of the general public, requesters and appellants who seek the right of access to information under the Act.

In light of abuses which have occurred concerning recent appeals related to Appeal Number M-910080 regarding the Halton Board of Education, which will be highlighted in more detail in Section II, the Provincial Government may consider seeking an interpretation from the courts on the validity and effectiveness of the current legislation.

In 1987, the Freedom of Information & Protection of Privacy Act was enacted for the following purposes:

a) to provide a right of access to information under the control of institutions in accordance with the principles that,

   i) information should be available to the public,

   ii) necessary exemptions from the right of access should be limited and specific,

   iii) decisions on the disclosure of government information should be reviewed independently of government;

b) to protect the privacy of individuals with respect to personal information about themselves held by institutions and to provide individuals with a right of access to that information.

It is imperative to emphasize that the Act was not designed solely to provide access to information. In the true spirit of democracy, the Act recognizes that with freedom comes responsibility. The responsibility component is addressed, not only through protection of privacy, but also in the extensive guidelines defining the roles and responsibilities of institutions, heads, commissioners and appointed staff.

However, the Act does not define any responsibilities expected of the general public and appellants during the period of time when a decision on access of information is being made by the Commissioner's office. As a result, harassment of both institutions and third party individuals has been allowed to go on unchecked. Details will be outlined in Section II of this submission.

We acknowledge that the jurisdiction of the Act does not encompass the privileges afforded in a court of law. However, we respectfully submit that some guidelines and limitations be established in the Freedom of Information and Protection of Privacy Act in order to restrict abuse and/or misuse of the Act by members of the general public.

For purposes of discussion, we will refer to existing articles in the judicial system as examples of how safeguards could be incorporated into the Act. They are "Abuse of Process" and the "Sub Judice" Rule.

3. ABUSE OF PROCESS

a) Within The Judicial System

Abuse of Process is defined as the use of criminal or civil process other than the one intended by law. Abuse of Process can exist when there has been a use of civil proceedings for an improper or ulterior purpose resulting in actual damage. Actions that are frivolous, vexatious or in bad faith could be stayed as an abuse of process of the court. All trial judges have the power to stay proceedings for an abuse of the court's process.

If legal proceedings are commenced solely for the purpose of collecting a civil debt or for enforcing some other civil remedy or claim, then the proceedings are abusive of the court's process. There is authority that, even though a crime has been committed, criminal proceeding with respect to it should be stayed if the sole reason for commencing them is to enforce some civil remedy or to collect a monetary debt. In order to stay criminal proceedings for such an abuse, it must clearly be shown that the sole and only purpose for their commencement was to bring about such an end.

Every superior court has, incidental to its jurisdiction, an inherent right to inquire into and judge the regularity of abuse of its process. A superior court may stay a proceeding which is frivolous or vexatious or discloses no reasonable cause of action or seeks a remedy which the court has no power to give.

b) In Relation To The Act

In relation to the Freedom of Information & Protection of Privacy Act, abuse of process can occur when access to the information in question becomes secondary to the intimidation which can be brought to bear on an institution or third-party individuals. The authority of the Act can be used in association with other information or statements to project a sense of legitimacy to a related cause or facts. Through association, the Act becomes a means by which to justify the positions taken by appellants and certain members of the general public.

It is our position that the Commissioner should have some authority to question the intentions of members of the general public, applicants and appellants to insure that abuse of process does not occur in regards to access to information while an application or appeal decision by the Commissioner is being awaited.

In its present form, the Act provides loopholes which allow members of the general public to champion a cause. Using the Act in such a way converts it into a means for special interest groups to harass and intimidate an institution. The Act then becomes a lobbyist's tool. An entire institution can be held hostage by a very small but powerful lobby. Because an institution must respond to requests and appeals, an inordinate amount of staff time and financial resources must be committed, not necessarily for the better good of the majority of the community, but for the special interests of a small minority.

c) Sub-Section 61 (c), (d) & (e) of the Freedom of Information and Protection of Privacy Act

Section 61 of the Act states that:

(1) No person shall,

(a) wilfully disclose personal information in contravention of this Act;

(b) wilfully maintain a personal information bank that contravenes this Act;

(c) make a request under this Act for access to or correction of personal information under false pretences;

(d) wilfully obstruct the Commissioner in the performance of his or her functions under this Act;

(e) wilfully make a false statement to, mislead or attempt to mislead the Commissioner in the performance of his or her function under this Act; or

(f) wilfully fail to comply with an order of the Commissioner.

(2) Every person who contravenes subsection (1) is guilty of an offence and on conviction is liable to a fine not exceeding $5,000.

(3) A prosecution shall not be commenced under clause (1) (d), (e) or (f) without the consent of the Attorney General.

At first glance, sub-sections 61. 1) (c) & (e) appear to address the potential for abuse of process by stating that individuals should not make requests under false pretences or wilfully make false statements to mislead or attempt to mislead the Commissioner.

However, these restrictions are extremely vague and, other than indicating that prosecution can not occur without prior consent of the Attorney General, allows no recognized channels for complaints regarding suspected abuse of process. When the right of access to information becomes harassment, does the Commissioner have sufficient jurisdiction to investigate questionable motives? Are mechanisms in place to help identify possible abuse of process?

4. "SUB JUDICE" RULE

a) Within The Judicial System

The "Sub Judice" rule maintains that it is a contempt of court to publicly express opinions about or publish unbalanced reports of any matter while it is before the courts.

The "Sub Judice" rule applies to matters under consideration by a court of law. It is meant to protect the parties to judicial proceedings from outside interference or "trial by the press". As a form of criminal contempt of court, it applies to statements that are likely to influence the outcome of a trial or to influence the public perception of the trial.

The contempt is primarily a public wrong, an affront to the public interest in maintaining the proper administration of justice. If the media are permitted to bring inadmissible evidence to the attention of the court, this could undermine the judicial process. Moreover, any newspaper report that tells only one side of the story or prejudges the very issues the judge and jury are to determine also undermines the process.

b) In Relation To The Act

While the Commissioner is deciding on the outcome of an application or an appeal, the "Sub Judice" rule should apply to statements made by the media or by individuals published through interviews. Otherwise, a simultaneous decision can be established by the media regardless of that made by the Commissioner. The public wrong becomes particularly injurious when the media reports only one side of the story and provides an unbalanced perspective of the issues before the Commissioner.

This breach of objectivity can become a severe invasion of privacy for third party individuals and institutions involved in an appeal. During the course of processing an appeal by the Commissioner, which can in some cases be lengthy, false and damaging statements can be made by the press and/or individuals which could be libelous or defamatory. When these statements are made in conjunction with comments regarding the Act and the appeal process, a sense of legitimacy can be conveyed by association to other inaccurate statements.

Because the Act does not provide any guidelines regarding statements made to or by the media, which might otherwise not be admissible in court according to rules of evidence, the Act facilitates conditions which can unfairly damage the reputation of any person referred to in the records being appealed. Consequently, by its own omission of guidelines, the Act is unintentionally initiating circumstances which can constitute an unjust invasion of personal privacy.

5. CONCLUSION

It is our intention to illustrate the need for amendments to the Act in order to facilitate a balance between freedom and responsibilities ... a balance between rights of the individual and protection of the innocent.

The existence of the Act in its current form creates great potential for abuse. It tolerates certain members of the general public conjuring up and alleging misdeeds by simply adopting the philosophy of "where there is smoke, there is fire". These individuals can proclaim that, if an institution or individual has to hide behind the Freedom of Information and Protection of Privacy Act, then they certainly must have something to hide.

What can then follow is a series of unsubstantiated allegations which, with the help of the media, begin to take on the aura of truth. If, in the end, the applicant/appellant is successful in their appeal, then whether or not the unsubstantiated allegations are true become irrelevant. What is relevant is that the applicant/appellant won. The allegations, whether or not they are ever discussed or substantiated again, become truth.

We need a Freedom of Information and Protection of Privacy Act. What we do not need is a system which permits members of the general public to allege that, because an institution or individual is relying on the processes facilitated in the Freedom of Information and Protection of Privacy Act, that they obviously must be hiding something.

There needs to be public education on the reason why the Act is necessary, what protection and rights it affords and how it attempts to balance the competing interests of disclosure and privacy.

The Act also needs an investigative procedure which will enforce the provisions of Section 61 when the motives of the applicant/appellant are suspect. The Act should permit the Privacy Commissioner to refuse disclosure when it can be demonstrated that certain motives are improper so that those who are the subject of the application/appeal are not held hostage to attendant mistruths.

6. RECOMMENDATIONS

It is recommended:

THAT amendments be considered to the Freedom of Information & Protection of Privacy Act which would address the responsibilities of those members of the general public who seek access to information through the Act so that there is a balance between the rights of individuals and their responsibilities to aid in fair and equitable processes as defined by the legislation.

SECTION II - THE EVIDENCE

1. INTRODUCTION

The evidence stated in this section deals with the Key Communicators program which was established by the Halton Board of Education in 1988 to help facilitate two-way grassroots communications between the Board and the community.

The following description of the Key Communicator program is taken from Order M-8 submitted by Ontario Information and Privacy Commissioner, Tom Wright on March 5, 1992:

"The institution indicated that the Key Communicators are volunteers who are nominated by principals, superintendents and other Key Communicators. The institution also explained that Key Communicators are asked to review and comment upon advance copies of the institution's publication, share facts about public education with others in the community, and attend sessions where they provide feedback on board policies and directions."

"I also note that the Key Communicators are volunteers and that their role and influence with the Halton Board of Education is not defined by statute, nor are they publicly accountable."

In February 1991, an appeal was launched under the Freedom of Information and Protection of Privacy Act to have the Halton Board of Education release the names of Key Communicators, along with other related material.

On March 5th, 1992, Commissioner Tom Wright released his decision to disclose the portion of the record which contains the names of the Key Communicators. At that time, the Commissioner indicated that he remained seized of the appeal respecting the other items of the appellant's request.

It must be stated at the outset that the author of this submission was a Key Communicator for the Halton Board of Education between 1988 and 1990. However, the information presented in this segment is factual and is supported, wherever possible, by more than one source.

Throughout this section, numerous statements are quoted from three individuals: Elaine Neilson, Marianne Hawthorne and John Scheel, all from Oakville. Although other people have expressed opinions and stated facts regarding Key Communicators, these three individuals have been the most vocal during the period of time that the Commissioner has been reviewing the appeal.

It is imperative to emphasize that all evidence submitted in this section is restricted to the period of time that the appeal was under consideration by the Freedom of Information and Protection of Privacy Commissioner's Office (February 1991 to present). This is in accordance with our position that responsibilities should be established for the period of time that the application/appeal is before the Commissioner's office.

Finally, it should be noted that the *( ) notation after the name and date of the media quoted refers to the specific reference made within the text of the article to the Act or the Commissioner or the Commissioner's office.

2. ISSUING THE APPEAL FOR THE NAMES OF KEY COMMUNICATORS

THE BURLINGTON SPECTATOR, August 8, 1991
* (province's Information and Privacy Commissioner; Freedom of Information and Protection of Privacy Act; Information and Privacy Commissioner)
"Mrs. Nielsen collaborated on an appeal to the commissioner for the key communicators' names ....."

THE BURLINGTON SPECTATOR, March 26, 1992
*(Ontario's Information watchdog; Information and Privacy Commissioner of Ontario; Freedom of Information Act; information commissioner)
"....Elaine Nielsen, who urged the release of the names."

THE BURLINGTON SPECTATOR, April 11, 1992
" Marianne Hawthorne - who took her request to the province after being denied access to the names by the school board ....."

THE OAKVILLE BEAVER, April 15, 1992
"Hawthorne, with the names of Key Communicators, from 1988 to the date of her 1991 request under her belt, ..."

THE BURLINGTON POST, April 17, 1992 *(Freedom of Information; Information and Privacy Commissioner, Tom Wright; Municipal Freedom of Information and Protection of Individual Privacy Act, 1989)
"Marianne Hawthorn of Oakville has been seeking the list of names from the board since February, 1991, ..."

THE BURLINGTON POST, April 24, 1992 *(Information and Privacy Commissioner)
"The names were ordered released by the province's Information and Privacy Commissioner, following a complaint by Oakville resident Marianne Hawthorn."

* * * * *

Confidentiality, as defined by the Act, prevents disclosure of the names of appellants by the Commissioner's office. However, for the purposes of discussion in this submission, it is essential to clarify the role and extent of involvement of certain individuals in the Key Communicator issue. Marianne Hawthorne has been quoted as initiating the appeal to have the names of Key Communicators released with collaboration from Elaine Nielsen.

3. THE QUESTION OF PRIOR ACCESS TO THE NAMES OF KEY COMMUNICATORS

THE TORONTO STAR, July 4, 1991 Letter to the Editor from Elaine Nielsen *(Freedom of Information Act; Information and Privacy Commissioner)
"Nevertheless, I did manage to obtain a copy of the list (of Key Communicators)."
"Names appearing on it included those of a provincial member of parliament, an editor, several reporters and a regional councillor."

THE HERALD, July 24, 1991 *(Freedom of Information Act)
"Citing the Freedom of Information Act as its criteria, board administrators have refused to release the names of key communicators. However, Ms. Nielson said she managed to obtain a copy of the list and revealed that it contained the name of a provincial MPP, a newspaper editor and reporter and president of a school association."

12

THE BURLINGTON SPECTATOR, August 8, 1991 *(province's Information and Privacy Commissioner; Freedom of Information and Protection of Privacy Act; Information and Privacy Commissioner)
"Those individuals include journalists, politicians and other Halton citizens who may give feedback on board policies and publications and are encouraged to inform others about the school board's work."

THE BURLINGTON POST, December 20, 1991
"A list of key communicators obtained by Oakville resident Elaine Nielsen showed it includes a provincial member of parliament, several newspaper reporters and a regional councillor."

THE BURLINGTON SPECTATOR, December 1991 *(Information and Privacy Commissioner)
"The individuals include journalists, politicians and other Halton citizens who are asked for feedback on board policies and publications, and are encouraged to inform others about the board's work."

THE OAKVILLE BEAVER, December 20, 1991
"A list of key communicators obtained by Nielsen showed its members included a provincial member of parliament, a newspaper editor, several reporters and a regional councillor."

THE TORONTO SUN, January 14, 1992 Column by Peter Worthington *(Freedom of Information legislation)
"Finally, via Freedom of Information legislation, Nielsen got the list of Key Communicators. She found some are the spouses of teachers or civil servants; some are politicians; a number were journalists."

THE TRAFALGAR/CHARTWELL RESIDENTS' ASSOCIATION NEWSLETTER, Winter 1992 from a letter submitted by Elaine Nielsen *(Freedom of Information and Protection of Privacy Act; Information and Privacy Commission)
"According to some documents which were obtained from another source, the members are recruited by the administration."
"Those selected for membership in this secret committee include spouses of teachers, elected members of regional, municipal and provincial government, journalists, members of home and school associations. However, no elected Trustees are members."

13

THE OAKVILLE BEAVER, January 17, 1992 *(Freedom of Information and Privacy Act)
"Elaine Nielsen, a vocal opponent of the program, who has uncovered an old list of key communicators - including the names of a provincial member of parliament, a newspaper editor, several reporters, a regional councillor, housewives, and spouses of board employees..."

* * * * *

The definition of "Abuse of Process" requires "the use of civil or criminal proceedings for an improper or ulterior purpose" to exist. If the individual(s) responsible for making this appeal to the Commissioner publicly claimed as early as July 4, 1991 that they had "a copy of the list" of Key Communicators, why would they use provincial legislation to continue seeking information already in their possession?

It is true that an official request for the list of Key Communicators names would ensure accuracy and completeness. However, did the appellant(s) inform the Commissioner that they were already in receipt of a list of Key Communicators which is referred to by Elaine Nielsen in a letter to the Editor of the Toronto Star on July 4, 1991? According to sub-section 61. 1) (c) of the Freedom of Information and Protection of Privacy Act, "No person shall, make a request under this Act for access to or correction of personal information under false pretences".

Sub-section 61. 1) (e) states that no person shall "wilfully make a false statement to, mislead or attempt to mislead the Commissioner in the performance of his or her functions under this Act".

If the Commissioner was <u>not</u> aware that the appellants were in possession of the names of Key Communicators, does this constitute an offence of sub-section 61? If the Commissioner <u>was</u> aware that the appellants already had a list, can the offence provision be enforced at any time during the application or appeal process if the Commissioner suspects abuse of process by the requester or appellant?

Finally, it should be noted that all of the statements were made prior to the March 5, 1992 decision by Information and Privacy Commissioner Tom Wright.

4. IMPLICATIONS THAT TRUSTEES OF THE HALTON BOARD OF EDUCATION WERE UNAWARE OF THE EXISTENCE OF KEY COMMUNICATORS

THE TORONTO STAR, July 4, 1991 Letter to the Editor from Elaine Nielsen *(Freedom of Information Act; Information and Privacy Commissioner)

"The ostensible role of Halton's key communicators is to provide input to the administration on policies, programs, decisions and publications which, oddly enough, is also the reason for public meetings of the board."

"According to the administration, the trustees do not know who these people (Key Communicators) are and have nothing to do with them."

THE TORONTO SUN, January 14, 1992 Column by Peter Worthington *(Freedom of Information legislation)

"Tomorrow trustees meet, and he (John Scheel) has a motion forward to vote the whole Key Communicators Program out of business. It will be interesting to see if trustees feel their role as the public's representatives has been usurped."

THE OAKVILLE BEAVER, January 17, 1992 *(Freedom of Information and Privacy Act)

"She (Elaine Nielsen) charges that trustees know very little about the program and who key communicators are."

"'It (the program) was not set up by trustees. They (Key Communicators) may work for the private agenda of some trustees but not trustees in general,' said Nielsen."

THE OAKVILLE BEAVER, January 24, 1992 Letter to the Editor by I.L. Davies

"... why on earth would our educational establishment need a covert sycophantic group working in secret when we, the taxpayers had our trustees in charge? Who among us would volunteer to allow ourselves to be co-opted in to such a sleazy and, it would appear, totally undemocratic organization?"

THE BURLINGTON POST, January 29, 1992 & THE BURLINGTON SPECTATOR, February 10, 1992 Letters to the Editors by John G.O. Scheel, Trustee, Ward 3, Oakville *(Municipal Freedom of Information & Protection of Privacy)

"Second, their ... (Key Communicators) .. mandate has clear overlaps with the role of trustees and they can act as a latent

board through non-public, closed meetings and other venues. As a trustee, I have serious concerns about this. Trustees are elected, visible and accountable - KCs are nominated, secret and protected by the administration."

THE TRAFALGAR/CHARTWELL RESIDENTS' ASSOCIATION NEWSLETTER, Winter 1992 from a letter submitted by Elaine Nielsen *(Freedom of Information and Protection of Privacy Act, Information and Privacy Commission)
"Some members of the community are concerned that Key Communicators usurp the rightful role of your 'elected' Trustees."

THE OAKVILLE BEAVER, April 15, 1992 *(Freedom of Information and Privacy Act, Information and Privacy Commissioner Thomas Wright, Freedom of Information, The Commissioner)
"You shouldn't have to be a key communicator to have the status to speak to the trustees, you should only have to be a taxpayer,' said Hawthorne."

* * * * *

Because of the seriousness of the allegations made against Key Communicators, it is imperative to establish that trustees were aware of the program even though it was maintained by the Board's administration.

In December of 1988, Key Communicators, along with representatives from library boards, professional organizations, educational and parent associations, student councils, etc., were invited to attend the inaugural meeting of the Halton Board of Education. Guests were introduced to the Trustees at the beginning of the meeting.

On Thursday, April 27, 1989, Key Communicators were invited to attend a working dinner at the board office in Burlington which was catered by the students in the food preparation program at General Brock High School in Burlington. Key Communicators were seated interspersed between trustees and administration to help facilitate conversation. A discussion period followed the meal.

Trustees left at approximately 7:30 p.m. for the Board's Committee of the Whole while Key Communicators and some members of the administration continued their working session. At 8:00 p.m., Key Communicators were invited to attend the Board meeting and were introduced to the Trustees at the beginning of the meeting. This function is recorded in the April 27, 1989 minutes of the Halton Board of Education and in the April 28, 1989 Board Highlights.

Finally, three regional meetings were held in the fall of 1989 for the North, East and West areas. Key Communicators from those areas, the local trustees and members of the administration were asked to attend. The Halton North meeting was held at E.C. Drury High School and refreshments were served. At that particular meeting, there were more trustees and administration than Key Communicators.

Reference to the Key Communicator program was also circulated to trustees between 1988 and 1991 through related documents from the Communications Officer and the Director.

5. DEFAMATORY COMMENTS MADE ABOUT KEY COMMUNICATORS AND THE KEY COMMUNICATOR PROGRAM

THE BURLINGTON POST, June 21, 1991 *(Freedom of Information Act)

"An Oakville resident has charged that people on a Halton Board of Education secret list are operating as spies and propagandists for board officials."

"Elaine Neilsen, who has been battling board policy on Oakville-Trafalgar, believes some of these people have been acting as spies and lobbyists for people associated with the board."

"She (Elaine Neilsen) said some key communicators are trying to control public opinion with the support of the administration of the board. 'They are providing input on decisions and policies and we don't know who they are,' she said."

THE TORONTO STAR, July 4, 1992 Letter to the Editor by Elaine Neilsen *(Freedom of Information Act and an appeal to the Information and Privacy Commissioner)

"Key communicators present the results of their intelligence

18

THE BURLINGTON SPECTATOR, December 1991 *(Information and Privacy Commissioner)
"Mrs. Nielsen has accused some of them of 'spying' on board critics and of being used by the board to 'control public opinion'."
"Acknowledging that the key communicators were 'probably very well-intentioned,' Mr. Scheel said, 'Some people figured out how to abuse it and did it in spades.'"

THE OAKVILLE BEAVER, December 20, 1991
"'It (key communicator program) was probably very well-intentioned, but some people figured out how to abuse it and did it, and did it in spades,' he (John Scheel) alleged."

THE TORONTO SUN, January 14, 1992 Column by Peter Worthington *(Freedom of Information legislation)
"... I find it puzzling why, in a democracy, there's a need for a quasi-official group chosen undemocratically with powers to influence elected representatives. Why would citizens agree to belong to such a group?"
"Anyway, Machiavelli would be at home on the Halton Board of Education."

THE OAKVILLE BEAVER, January 24, 1992 Letter to the Editor by I.L. Davies
"... KEY COMMUNICATORS are the educational bureaucracy's 'moles' among us here in Oakville; it still defies belief: isn't this the way Hitler started?"
"What can we as the electorate do about this horrible, frightening glimpse of our educational system at work; can we impeach and remove the trustees who have allowed this to happen? Can we censure, and heavily rap the knuckles of the bureaucrats who must have dreamed this up (one supposes it would be impossible to fire them)?"

THE OAKVILLE BEAVER, January 17, 1992 *(Freedom of Information and Privacy Act)
"Saying she has raised (sic) asked some serious, legitimate questions about the program (key communicators), Nielsen said she has since been called 'noisy, nasty, selfish and disgusting', has been 'accused of attempting to damage the school system', of harassment and threatened with a lawsuit by the director."

gathering (on those who dissent) to the board, including information on religious affiliation, whether they have children attending private schools, known associates, and provide character analysis."
"One has to wonder what possible motives or ambitions feed this type of personality (a Key Communicator), someone who would willingly spy on neighbors and friends, pursuing them to meetings to observe, listen, make copious notes and report on their activities."

THE HERALD, July 24, 1991 *(Freedom of Information Act)
"Elaine Nielson, a member of the Halton Taxpayer's Coalition in Oakville, who has compared the board program to the Bolshevik secret police, headed by Felix Darzhinsky, who set up small cells of watchers and informants."
"'Is it possible that a school board can have so much unassailable poser that it can set up its own secret team of informants and inputters and spend public money maintaining the program, when the sole purpose of its being would seem to be the furtherance of the school board administration's goals?' she (Ms. Nielson) asked."

THE GLOBE AND MAIL, November 8, 1991 in a column by Andrew Nikiforuk *(provincial and municipal freedom of information acts)
"... Mrs. Nielsen and a no-name army of combative parents have uncovered ... a mysterious redesignation of funds, unlawful refusals to open up business accounts and an outrageous KGB-type network called Key Communicators."
"Key Communicators include newspaper reporters, MPs, and the selfless "special cookie-baker brigades" that male-run school boards routinely manipulate across the nation."
"So, in the zaniest of spy traditions, Key Communicators peeped in windows at public meetings ..."
"For her devotion to the truth Mrs. Neilsen has been threatened by the director of education with a lawsuit. "It's a normal tactic they use against women," says Mrs. Nielsen. .... "But we will not retreat or surrender until the board opens the books."

THE OAKVILLE BEAVER, November 1991 Letter to the Editor by Elaine Nielsen
"We will not be intimidated or put off by threats of lawsuits, refusals to comply with the Education Act, denials of access to public information, secret committees, or political B.S. (bafflespeak). No retreat. No surrender."

19

THE BURLINGTON POST, January 29, 1992 & THE BURLINGTON SPECTATOR, February 10, 1992 Letters to the Editors by John G.O. Scheel, Trustee, Ward 3, Oakville *(The Municipal Freedom of Information and Protection of Privacy Act)

"I certainly admit the large majority are not to blame for anything except being innocent and naive."

* * * * *

The fact that statements such as these can be made while the Commissioner is considering an application or appeal points out a major flaw in the Act. If statements such as these are allowed to be made, then any defence of the appeal is automatically tainted.

It is no longer of any consequence whether the Commissioner weights the positions of two parties according to accepted principles of justice. With the assistance of the media, the accepted concept becomes "If the institution must defend its position, then it surely must have something to hide and there must be truth in the unfounded allegations."

The Act has the potential to spawn its own demise by allowing the system to be used to further a special interest cause rather than the right of access to information. Ironically, the institution can further that cause if it chooses to exercise its rights under the Act. A way to prohibit this kind of abuse of the legislation must be found. Otherwise legitimate references of any appeal will fail even if the defence succeeds.

It should also be noted that, in all but two of the articles quoted above, reference was made (see *) in some way to the Freedom of Information and Protection of Privacy Act or to the Commissioner. As discussed in Section I regarding "Abuse of Process", such defamatory comments when made in conjunction with the Act and the Commissioner, can take on an aura of legitimacy and even truth in the minds of some readers.

Finally, it must be noted that third party individuals in an application or appeal are not immune from the fallout of this kind of abuse. It was because of statements in the media such as the ones indicated above that some former and present Key

Communicators were rightfully concerned about public reaction when the names of Key Communicators were released. In light of the characterization of Key Communicators as spies, secret police and informants, disclosure of individual names could have exposed those individual to large scale invasion of privacy by the media, critics of the program and others. To date, now that the names of the Key Communicators have been released, there still have been no specific examples produced of the gross accusations quoted above.

6. ADDRESSING THE SECRECY ELEMENT OF THE KEY COMMUNICATORS PROGRAM

THE BURLINGTON SPECTATOR, August 8, 1991 *(province's Information and Privacy Commissioner; Freedom of Information and Protection of Privacy Act; Information and Privacy Commissioner)
"The secrecy bothers me,' said Mrs. Nielsen. 'Why does a publicly funded organization have a secret committee gathering information and disseminating it without public knowledge?'"

THE BURLINGTON POST, December 20, 1991
"(John Scheel) said, adding the board can't have 'secret' people doing effective two-way communication."

THE TORONTO SUN, January 14, 1992 Column by Peter Worthington *(Freedom of Information legislation)
"But it turns out the Key Communicators are secret - the public isn't allowed to know their identities."

THE OAKVILLE BEAVER, January 17, 1992 *(Freedom of Information and Privacy Act)
"Oakville Ward 3 school trustee John Scheel's attempts to dismantle the secretive key communicators program ..."
"A main concern raised over the program is its secrecy."

THE HERALD, January 29, 1992 *(Freedom of Information Act)
"The Oakville trustee who presented the motion to the board, John Scheel, said he has a problem with the secrecy aspect of the program. The names of Key Communicators aren't made public due to the Freedom of Information Act and he's concerned about that."

21

THE BURLINGTON POST, January 29, 1992 & THE BURLINGTON SPECTATOR, February 10, 1992 Letters to the Editors by John G.O. Scheel, Trustee, Ward 3, Oakville entitled "SECRET COMMITTEES HAVE NO PLACE AT OUR BOARD OF EDUCATION *(The Municipal Freedom of Information and Protection of Privacy Act)

"The public knows trustees of the Halton Board of Education voted on Jan. 15 to retain the administration's 'secret' Key Communicator program (KCP) in a 10-8 vote."

"Canada has no room for secret groups created by civil servants, or anyone else for that matter."

"First, their names are secret.."

THE BURLINGTON SPECTATOR, March 26, 1992 *(Ontario's Information watchdog; Information and Privacy Commissioner of Ontario; Freedom of Information Act; information commissioner)

"The names had been sought by Oakville residents who criticized the school board administration for being too secretive. Some residents feared the Key Communicators were intended to spy on the community, especially critics of the board administration."

THE OAKVILLE BEAVER, April 15, 1992 *(Freedom of Information and Privacy Act; Information and Privacy Commissioner Thomas Wright; Freedom of Information; The Commissioner)

"'It has taken over a year to obtain a partial list of members of this secret program....(said Hawthorne)"

"The apparent secrecy about the identity of those who are key communicators - the board doesn't reveal who they are - and the fact the communicators are required to be positive supporters of the board disturbs the founder of the federation of Oakville Residents group (FORG). 'I want to get rid of it (Key Communicators),' said Scheel."

* * * * *

The question of secrecy is key to understanding the potential for abuse because the accusations evolved out of a legitimate appeal process. The accusation that one party has something to hide because it has appealed its interpretation of the Act effectively precludes, some might argue, any decision made by the Commissioner.

Using the 'secret' Key Communicators as a rallying cry, the appellant and others used the appeal process as a means of embarrassing the institution (the Halton Board of Education) for initiating such an affront to democratic principles became more important than the names themselves.

When the request was made to the Halton Board of Education (the "institution") for eight items of information of which a copy of the list of persons identified as Key Communicators was the first item, the institution denied access to the request for information under sections 14 and 22 of the Municipal Freedom of Information and Protection of Privacy Act. The requester appealed the institution's decision.

The Institution submitted its position to the Ontario office of the Freedom of Information and Protection of Privacy Commissioner indicating that it felt release of the information would constitute an unjustified invasion of personal privacy under sub-sections 14. 2) (e), (f), (h) and (i) of the Act.

Section 14. 2) of the Act reads as follows:

> A head, in determining whether a disclosure of personal information constitutes an unjustified invasion of personal privacy, shall consider all the relevant circumstances, including whether,
>
> a) the disclosure is desirable for the purpose of subjecting the activities of the institution to public scrutiny;
> b) access to the personal information may promote public health and safety;
> c) access to the personal information will promote informed choice in the purchase of foods and services;
> d) the personal information is relevant to a fair determination of rights affecting the person who made the request;
> e) the individual to whom the information relates will be exposed unfairly to pecuniary or other harm;
> f) the personal information is highly sensitive;
> g) the personal information is unlikely to be accurate or reliable;

program until the appellant and others began discussing it with the media.

In conclusion, Key Communicators were not part of a secret organization. This terminology was adopted by the appellant and others as early as August 8, 1991 and was used extensively in a sensational manner to capitalize on media attention. This abuse of process facilitated in the Freedom of Information and Protection of Privacy Act was triggered when the institution exercised its legislative rights as defined by the Act. The appellant and others declared that, by defending their position, they automatically had something to hide ... that their must be some suspicious element of secrecy inherent in the actions of the institution. However, maintaining the secrecy terminology insured that the positions of the appellant and others would capture and hold a high-profile status in the media.

7. COMMENTS REGARDING THE OAKVILLE TRAFALGAR HIGH SCHOOL DEBATE

THE BURLINGTON POST, June 21,-1991 *(Freedom of Information Act)

"An Oakville resident has charged people on a Halton Board of Education secret list are operating as spies and propagandists for board officials. The issue has come to a head over the ongoing dispute about Oakville Trafalgar high school."

"Elaine Neilsen, who has been battling board policy on Oakville Trafalgar, believes some of these people have been acting as spies and lobbyists for people associated with the board."

"However, Neilsen believes she and others involved in the O-T cause have been dogged at public meetings by certain key communicators."

THE TORONTO STAR, July 4, 1991 Letter to the Editor by Elaine Neilsen *(Freedom of Information Act; Information and Privacy Commissioner)

"During the long debacle over the Oakville-Trafalgar High School issue in southeast Oakville, one disturbing aspect is the method employed by the Halton Board of Education to influence and control public opinion. In 1988, the board administration implemented the Key Communicator Program ..."

h) the personal information has been supplied by the individual to whom the information relates in confidence; and

i) the disclosure may unfairly damage the reputation of any person referred to in the record.

Because there was a disagreement between the institution and the appellant regarding access to the information, a decision from the Commissioner was sought.

The Act was designed to balance the right of access to information with protection of privacy of individuals. Both the appellant and the institution had legitimacy according to their interpretation of the Freedom of Information and Protection of Privacy Act. When the Commissioner released his order on March 5, 1992, he did not make a statement regarding innocence or guilt. Rather, the Commissioner made a decision that the institution should disclose the information to the appellant.

That decision could have been appealed under the Judicial Review Procedure Act to either the Divisional Court or to the High Court by either the institution or any third party individuals (former or present Key Communicators). We believe that the reason why the Commissioner's decision was not appealed confirms that the institution and third party individuals agreed strongly with Commissioner Tom Wright's statement in his March 5, 1992 Order M-8 that "disclosure of the names of the Key Communicators would only indicate that these individuals acted as Key Communicators and nothing more".

In fact, some former Key Communicators have indicated that, rather than declaring secrecy, a more accurate description would have been that access to the information had been denied or that the names of Key Communicators had been withheld pending a decision by the Commissioner. Many Key Communicators believed that withholding information does not automatically imply secrecy and they have resented questioning remarks on why anyone would be involved in a secret organization. The answer has been that it was not a secret

replacement/relocation issue. Opposition group, including Oakville resident Elaine Nielsen, complained that key communicators were influencing and controlling public opinion with making public their position as key communicators."

THE TORONTO SUN, January 14, 1992 Column by Peter Worthington *(Freedom of Information legislation)
'The issue (of Key Communicators) was complicated when the board got $8.2 million from the province to renovate Oakville Trafalgar High School, and then decided to relocate it instead and moved the school... The fact that the identities of Key Communicators who backed the school's relocation were secret contributed to paranoia, or at least suspicions."

THE OAKVILLE BEAVER, January 17, 1992 *(Freedom of Information and Privacy Act)
"Concern with the program first arose during the Oakville Trafalgar High School relocation dispute. Opponents of the relocation alleged key communicators were trying to sway public opinion in support of the relocation without making known their involvement with the program."
"Oakville resident Marc Hutchins told trustees, 'A closed shop nomination process usually only produces die hard supporters.' he said, adding such a system has led to deep suspicion within his community - southeast Oakville - which is 'still recovering from the emotional debate of the high school'."

THE HERALD, January 24, 1992 Letter to the Editor by I.L. Davies
"During the OTHS (Oakville Trafalgar High School) relocation dispute you published a letter of mine in support of retaining OTHS at the present location: in that letter I confessed some puzzlement at how quickly a very vocal group appeared (as if from nowhere) that totally supported the Halton Board of Education's decision. A telephone call some days latter informed me that there was such a group controlled by the Halton educational bureaucracy but I just dismissed this as unnecessary paranoia on the part of a OTHS supporter:"

THE HERALD, Jan. 29, 1992 *(Freedom of Information Act)
"Ms. Neilsen believes 'the role of the Key Communicators has taken on insidious tones' and is particularly mistrustful of their relationship to the relocation of the Oakville-Trafalgar High School."

25

THE BURLINGTON SPECTATOR, August 8, 1991 *(province's Information and Privacy Commissioner; Freedom of Information and Protection of Privacy Act; Information and Privacy Commissioner)

"Key communicator Anne Jones, who chairs the committee to relocate Oakville Trafalgar High School, has misrepresented herself as an ordinary citizen at public meetings where she supported the school, Mrs. Nielsen said."

THE GLOBE AND MAIL, November 8, 1991 in a column by Andrew Nikiforuk *(provincial and municipal freedom of information acts)

"These discoveries all came to light during a long and controversial debate about the relocation of Oakville Trafalgar High School...."
"As the debate about Oakville Trafalgar got hotter, Mrs. Nielsen also uncovered a unique board creation called Key Communicators."

THE BURLINGTON SPECTATOR, December 1991 *(Information and Privacy Commissioner)

"Through the course of the three years of debate on the Oakville-Trafalgar high school replacement/relocation issue, it was often alleged by opposition groups that key communicators were influencing and controlling public opinion without making public their position as key communicators, chosen on the basis of showing positive support for the board and its decisions."

THE BURLINGTON SPECTATOR, December 9, 1991 *(province's Information and Privacy Commissioner)

"Marianne Hawthorne - one of the most outspoken critics of the board's 1989 decision to build a new Oakville Trafalgar High School - won't abandon her struggle to have the identity of what the board calls key communicators made public."
"Requests from Mrs. Hawthorne and others ask for information on expense accounts, current accounts, a communications audit and a document showing community support for the new Oakville Trafalgar school."
"Mrs. Hawthorne now maintains that her concerns are not over the OT issue but over the process by which the decision was reached."

THE OAKVILLE BEAVER, December 20, 1991

"Concerns over the key communicator program first rose during the three-year debate over the Oakville-Trafalgar High School

THE HERALD, January 29, 1992
"Ms. Nielson believes 'the role of the Key Communicators has taken on insidious tones' and is particularly mistrustful of their relationship to the relocation of the Oakville-Trafalgar High School."

THE OAKVILLE BEAVER, April 15, 1992 *(Freedom of Information and Privacy Act; Information and Privacy Commissioner Thomas Wright; Freedom of Information; The Commissioner)
"A well-known opponent to the board's plan to relocate Oakville-Trafalgar High School, Hawthorne made the request to get the names of Key Communicators through the Freedom of Information and Privacy Commission when she found the board was releasing information about the administration rather than trustee-established program but not names of participants."

* * * * *

According to the definition of "abuse of process", it must be demonstrated that a civil proceeding has been used for an improper or ulterior purpose. It has been suggested that the request for the names of Key Communicators was a tactic used to intimidate the institution and supporters of the Oakville-Trafalgar High School relocation.

This position is supported by the fact that, now that the names are known, no specific allegations or evidence of misconduct against any Key Communicator has surfaced. Yet, the debate on OTHS continues to rage even as of the publication date of this submission.

Perhaps a ruling is required on whether questions regarding the Key Communicator program and the Oakville Trafalgar High School debate are related. Only a small minority of Key Communicators were from the southeast Oakville area around Oakville Trafalgar High School. The author of this submission was from the Nassagaweya area which is 35 miles from OTHS.

The following is quoted from a recent article published by the ABBEY GLEN NEWS on May 13, 1992 and written by a reporter for the paper, Wendy Peters, who was a Key

Communicator from the Oakville area until 1991:
"Firstly, I would never have recommended such a relocation (of Oakville Trafalgar High School) when booming North Oakville is crying out for school space. Secondly, my understanding is that Key Communicators had nothing to do with such matters. All we were required to do was to give input on school publications such as "Our Schools" and on board policies."
"Another irony is that I had resigned from the KC program in 1991 prior to the sudden public outcry. I felt guilty that I wasn't communicating properly. Then lo and behold, I suddenly received a package from the Information and Privacy Commissioner seeking permission to release my name as a KC. I called to inform them I had resigned. However, since I was still active as of February, 1991, they asked if I would release my name anyway. Fine, I said, and signed the document. Then I contacted the Board to ask what the fuss was about and I was told someone wanted to know the names of all Key Communicators. I thought no more about it until the recent media blitz and now I realize it's nothing more than a case of stupid and costly politics. Ms. Hawthorne was obviously furious at the OT decision and needed someone to blame."
"People constantly complain about lack of public input into the Board's affairs. I think that the KC program indicated at least an attempt by the Board to open up the channels of communication with the public, but they blew it by neglecting to seek permission to release our names when asked to do so. Why all the cloak and dagger? It's much ado about nothing if you ask me."

8. CONCLUDING STATEMENT

The example of the Key Communicators is explored in this paper not to make a case that the names should or should not have been released. Rather, this example was used to demonstrate that the institution (the Halton Board of Education) rightly or wrongly perceived that there was a legitimate interest to protect. The Board obviously was unaware that they were in a no win situation. By refusing to disclose the names, the institution and the program were pilloried. Yet once the names were released, the perception did not seem to change even though none of the allegations made during the process have so far proved to be true.

As Canadians, we need a Freedom of Information and Protection of Privacy Act. What we do not need is a system which permits members of the general public and appellants to allege that, because an institution or third party individual upholds their right to rely on the process and their interpretation of the Act, that they must be hiding something.

There needs to be education on why the Freedom of Information and Protection of Privacy Act is necessary, what protection and rights it affords and how it attempts to balance the competing interests of disclosure and privacy. The Act needs an investigative procedure which,

a) will enforce the provisions of Section 61 when the motives of the applicant/appellant are suspect; and

b) further permits the Information & Privacy Commissioner to refuse disclosure when those motives are improper

THE HALTON BOARD OF EDUCATION

REGULAR MEETING OF THE HALTON BOARD OF EDUCATION

HELD ON OCTOBER 22, 1992

RECORDED VOTE RE MOTION RE FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY ACT

YES

F. Belford	Ward 2	Milton
L. Clark	Ward 1	Oakville
B. Clarke	Wards 1 & 3	Milton
D. Coons	Ward 6	Burlington
L. Glover	Ward 3	Burlington
D. Howitt	Wards 3 & 4	Halton Hills
D. Marklew	Ward 5	Oakville
P. Siebert	Ward 4	Oakville
D. Whiting	Wards 1 & 2	Halton Hills

NO

A. Barbu	Ward 8	Burlington
D. Cassidy	Ward 5	Burlington
N. Cooper	Ward 4	Burlington
L. Lane	Ward 6	Oakville
D. Leblovic	Ward 7	Burlington
C. Reid	Ward 2	Oakville
J. Scheel	Ward 3	Oakville
L. Schreiber	Ward 1	Burlington

YES: 9 **NO:** 8

REPORT OF THE SPECIAL EDUCATION ADVISORY COMMITTEE

Present: I. Adamson (Chairman); Trustees Bishop and Patenaude; Mesdames Bramberger, Kappheim, Kerr Jaskiewicz, Oommen and Trott, Drs. Van der Spuy and Newberry.

Also Present:
J. Sims (Hamilton Secondary School Principals' Council)
D. Maddocks (Hamilton Principals' Association)
Dr. Bountrogianni, Chief Psychologist
E. Thayer (Consultant - Gifted)
Dr. J. Tomlinson (Psychologist - Area 4)
A. Marion, Special Ed Consultant - Area 2
C. Wilkinson, Psychoeducational Consultant - Gifted

Officials Present:
Dr. F. Cooke, Assistant Superintendent of Program
R. Adams, Co-ordinator of Special Education

GENERAL

1. That the presentation re Psychological Profiles and Academic Performance be received for information.

2. That the members extend to Mrs. Frances Oommen their appreciation for her leadership in chairing the Special Education Advisory Committee over the past year.

I. ADAMSON,
Chairman

V.O.N. Centre
1992 12 09

Hamilton Board of Education,
100 Main Street West,
Hamilton, Ontario
1993 01 12

To the Chairman and Members,
Operations Management Committee,
Hamilton Board of Education

Ladies and Gentlemen:

ELEMENTARY/SECONDARY

I have the honour to present the following recommendations for your approval:

(a) That the following trip requests be approved:

(i) Cardinal Heights, Grade 8, Ottawa, 1993 05 26-28 (Wednesday to Friday)

(ii) Tweedsmuir, Grades 6-8, Outdoor Education, Olympia Sports Camp, Huntsville, 1993 06 09-11 (Wednesday to Friday)

(iii) Viscount Montgomery, Grade 8, Outdoor Education, Kilcoo Camp, Minden, 1993 05 25-29 (Tuesday to Saturday)

(iv) Viscount Montgomery, Grade 7, Ottawa, 1993 05 26-28 (Wednesday to Friday)

(v) Delta, Grades 9-OAC, Kissing Bridge, 1993 01 27 (Wednesday)

(vi) Delta, Grades 9-OAC, Barrie, 1993 02 13 (Saturday)

(vii) Scott Park, Grades 9-OAC, Skiing, Barrie, 1993 01 27 (Wednesday)

(viii) Scott Bark, Grades 9-OAC, Skiing, Barrie, 1993 02 16-17 (Tuesday to Wednesday)

(ix) Scott Park, Grade 11, Rome, Italy, Athens, Greece; 1993 03 11-20 (Thursday to Saturday)

(x) Sherwood, Grades 9-12, Outdoor Education, South River, 1993 01 29-31 (Friday to Sunday)

(xi) Sherwood, Grades 9-OAC, Horseshoe Valley, 1993 02 24 (Wednesday)

Respectfully submitted,

K. A. Rielly
for D. W. Goodridge
Director of Education
and Secretary

cv

The Hamilton and District Council of Women

Community leadership since 1893

Condom Machines in Hamilton Secondary Schools

Presentation to the Operations Management Committee Hamilton Board of Education January 12, 1993

This year, the Hamilton and District Council of Women celebrates its centennial year of community service. Since it began as a federation of women's organizations and other community groups, it has always been concerned about the welfare of women and children.

The Council would like to commend the students at Westdale Secondary School who initiated the appeal to the Board of Education for the installation of condom machines in the schools. It is important that citizens speak out on issues which they feel are important, and the experience gained by these students will enable these students to be better leaders in the future.

Members of the Council have met with other concerned community activists who are also planning to make presentations to the Board about condom machines in Hamilton secondary schools. Together, we met directly with some of the students from Westdale to discuss our various reasons for supporting their installation or opposing it.

Within the Council of Women itself, there are a variety of views on installing condom machines. Some are adamantly opposed; some are in favour; many can see both pros and cons. The consensus lies beneath these views. **All are concerned that young people receive adequate protection from consequences that can seriously impair their future health and welfare.** The Council is in favour of increased efforts that will prevent unwanted pregnancies, abortions, sexually transmitted diseases including AIDS, and infections like Pelvic Inflammatory Disease which have made it extremely difficult if not impossible for many young women to bear

children when they are older and want to rear a family. Of course, no parent or relative wants to see a young person's life snuffed out by AIDS.

In 1987-88, the Montreal Council of Women, our sister organization, conducted a study of educational programs that were then available which might help to lower the rate of teenage pregnancy and STD's. After examining several, they chose to investigate further a program called Postponing Sexual Involvement which had been developed at the Grady Memorial Hospital in Atlanta. Over a ten year period, the rate of these problems had dropped by 50% in the area served by the Grady Clinic. Physicians in Montreal encouraged the Council there to apply for federal funding from Health and Welfare to do a pilot project with the program in Canada. The acceptance of the program by both the grade 7 and 8 students and their parents was very positive. Since then, the Protestant School Board of Greater Montreal has adopted the program as a result of parent demand, for all its schools. Within the year, the Quebec Ministry of Education approved the program as a supplementary course. The Montreal Council has received well over 500 inquiries from individuals and organizations across Canada who learned by word of mouth about their pilot project. The Carleton Board of Education is also among those boards which have adopted PSI.

The Hamilton and District Council recommends the PSI program be considered for use in grades 7 and 8 by the school boards in Hamilton Wentworth. It is non-judgmental, focusing on dispelling myths held by many young people , like "everyone's doing it," or "if you don't let your date have sex, no one will like you." It presents the students with the realities which accompany teenage pregnancy and contracting sexually transmitted diseases. It helps the students identify their real feelings, and the pressures which the media in particular put upon them to be sexually active. The students get opportunity to practise and become comfortable with practical ways of saying no when they do not feel they are ready yet to handle the responsibilities of adult sex. One important feature of the program which may account for its good success rate is that the educational facilitators are older teens who have volunteered for the training and responsibility. The Westdale students whom we met showed keen interest in participating as facilitators for younger teens.

The Council recognizes that our young people are maturing physically earlier than their parents and grandparents, and that they are subject to far more exposure to explicit sexual material in the media than earlier generations. It believes that we owe it to our young people to protect them at a time when they may not yet have the maturity intellectually and emotionally to deal with their sexual urges responsibly.

It appears that the proposal to instal condom machines in Hamilton high schools was motivated primarily out of concern for the health of fellow students. Many members of the Council believe that installing these machines might give a much different message to students: i.e. that it's OK and safe to have sex with others as long as you use a condom. The use of the machines does not guarantee that the condoms will be used as directed, or that the risks that still remain for pregnancy and infection are understood.

Perhaps some thought should be given to having condoms available to students on request from either the school nurse or a guidance counsellor. There would then be a possibility of education in the use and the risks. Confidentiality would be expected.

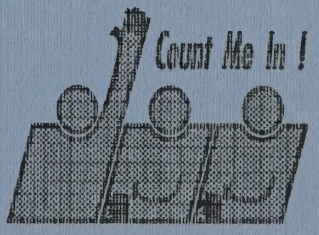
The argument about availability in schools to avoid embarrassment purchasing condoms at a drug store begs the question of what happens to these students during holiday periods. Should schools remain open so students can continue to use the machines?

Might some consideration be given to forming a joint parent/student/teacher committee to give further thought to the situation before a decision on whether or not to instal the condom machines is made? It has been the experience of Councils of Women over the years that much wisdom can result from a constructive dialogue among people with views which on the surface may seem to be opposed: the identification of underlying agreement can lead to common successful action. It is the hope of the Hamilton and District Council of Women that this will be the case with the request for condom machines in our high schools.

Contact person: Joan De New, Past President, HDCW, 549-7956

"Condoms Are Not The Answer"

Canadians
For Positive Community Standards
P.O. Box 47565
Hamilton, Ontario L8H 7S7



CONDOMS ARE NOT THE ANSWER !

ACKNOWLEDGEMENT

I would like to personally thank the Board for permitting parents and others an opportunity to comment on an important topic. I believe that this is a vital step in the process of evaluating a recommendation dealing with lifestyle choices which have been shown to have a lasting impact on the health of our young people. This position paper is presented on behalf of "Canadians for Positive Community Standards", a local organization. As important, however, this paper is presented on behalf of my wife and I as concerned parents with three children currently registered in the public school system. We, along with other parents and students, are vitally concerned about the future health of our young people. It is with that in mind that we are compelled to oppose the installation of condom machines in high school washrooms.

This paper is accompanied by a report prepared by Mark Milliron (B.Sc., M.Sc.) of Focus on the Family, Canada entitled "A Rationale for Implementing Abstinence Education in Canadian Schools". Mark's report presents a convincing argument for abstinence education. I would strongly encourage trustees and staff administrators to read the report as part of the review process. Do not hesitate to call if I can help by obtaining additional information which will assist you.

I pray that you will be granted the wisdom to make the proper decision in the matter before you.

Respectfully submitted,
John Schouls
99 Horning Drive
Hamilton, Ont.
L9C-6L2
(416) 389-1679

Member of Canadians for Positive Community Standards

CONDOMS ARE NOT THE ANSWER !

SCOPE OF REPORT

The report addresses the following topics in order:

- CURRENT EXPERIENCE IN CANADA,
- THE EFFECTIVENESS OF CONDOMS vis-a-vis SAFE SEX, and
- THE ROLE OF THE EDUCATION SYSTEM and ABSTINENCE EDUCATION.

CURRENT EXPERIENCE IN CANADA

The issue that the Hamilton Board is now dealing with stems from reports of significant sexual activity among young people. Current reports indicate that a significant percentage of high school students in our city, province and country have had at least one sexual experience.

Overall, a provincial report shows that 38% of young people surveyed said they had intercourse before age 18. Of those who were sexually active, 24% between the ages of 16 and 19 reported more than two partners.

A reference to a Canadian study reported that 49% of Grade 11 students said they had had sex as follows:

- 9% reported having had one sexual experience,
- 21% reported a few sexual experiences, and
- 19% reported being sexually active.

There are several important aspects to these and similar statistics reported by other groups.

1. Traditional, comprehensive sex education programs have as their stated goals the reduction of teenage promiscuity, pregnancy, and birth rate, and an increased awareness of sexual abuses. However, the statistics verify the contentions made by many that conventional programs have failed and have let our young people down. Perhaps the most interesting comments come from two individuals. As early as 1963, Alan Guttmacher, the founder of the research arm of Planned Parenthood, acknowledged that supplying contraceptive information to teens would bring about an increase in sexual promiscuity. Dr. Min Chuen Chang, co-inventor of the pill said, "I personally feel the pill has rather spoiled young people ... It's made them more permissive".

2. A high price has been paid for promiscuous behaviour. U.S. statistics, which I believe will be shown to be similar in

Canada, show alarming increases over time in cases of HIV/AIDS as well as other sexually transmitted diseases including pelvic inflammatory disease, gonorrhoea, syphilis, herpes, chlamydia, and human papilloma virus. In addition, we have experienced disturbing increases in related problems of teenage pregnancy, abortions and infected newborns. Infertility is a side-effect of some of the "solutions" offered. These are the overt costs attesting to the failure of conventional sex education programs.

3. There are also hidden costs. A 1988 survey of 38,000 Canadian youths by Queen's University, and a study of 1,504 youths by psychologist Gary Ingersoll of Indiana University and Dr. Donald Orr of the Indiana Medical School showed correlations between sexual activity and lower self-esteem, drug and alcohol abuse, school performance and a tendency to develop poorer relationships in the home. While there is no proof that sexual activity is causal, there is evidence to suggest it has a powerful effect on adolescent behaviours, and very often correlates with activities that exert a negative influence in the home, in the school, and in the community.

4. Based on the Canadian study referred to earlier, 81% of students have not had sexual intercourse or, at most, have had sexual intercourse a few times. I believe that this implies that a significant percentage of students would benefit from positive programs such as abstinence education. With support from peers, the home and the education system, those who are sexually active could also benefit from such education.

There is no doubt that the legacy of years of promiscuous behaviour is a staggering cost both in terms of human suffering and in expense to society as a whole. To put the latter in perspective, a 1989 Queen's University study showed the cost of caring for a single AIDS patient for one year was approximately $85,000. The total cost of providing care for all AIDS patients in Canada that year was $86 million dollars. The same study reported that the losses in productivity and economic contributions as a result of HIV infections were over $1 billion for 1988 alone. When all things are considered, it is incumbent on everyone, particularly those in positions of leadership, to critically evaluate every recommendation made. Surely we would rather deal with problem prevention as opposed to coping with its consequences. This is also true in the case of condom dispensers in high school washrooms.

THE EFFECTIVENESS OF CONDOMS vis-a-vis SAFE SEX

It is widely argued that the use of condoms leads to "safe", or at least "safer", sex. Consider the facts:

1. Regarding Usage: In order for condoms to be of any benefit at all, they must be used properly, 100% of the time. One mistake after even 500 "protected" episodes is all it takes to contract a sexually transmitted disease. So what is our experience to date? The reports are disappointing:
    - In an article from Newsweek (April, 1991), Dr. Robert Noble, a professor of medicine at the University of Kentucky College of Medicine, referred to a study indicating that in 1989 the number of U.S. college women and their partners using condoms was only 41%.
    - In the Hamilton Mountain News (November, 1992), Duncan Scherberger, board information officer in Toronto, indicated that condom machines had been installed at 36 Toronto high schools for two years. Infrequent use of the machines has forced the board to subsidize the costs of maintaining the dispensers. Otherwise the vending company would withdraw the machines.
    - In his recently released report, Dr. Richard Schabas, Ontario's chief medical officer of health, indicated that 20% of teen pregnancies are due to unprotected sex following drinking.

    Our society has committed considerable resources in the form of time and money to "educating" our young people. Yet they seem willing to risk lifelong pain and even death for a few moments of sexual gratification. It is fair to ask why. Reasons which some students have given is that condoms are uncomfortable and unromantic, and because students are too embarrassed to buy them in a drugstore. Other explanations are that the passion of the moment overrides rational thought and that young people are locked into the present. Dr. Wanda Franz, Associate Professor of Child Development and Family Studies at West Virginia University, argues that adolescents function in a "concrete operational mode". Characteristics of this stage include an inability to anticipate future outcomes, emphasis on immediate gratification, and processing of information in a haphazard and irregular manner.

2. Regarding safety and effectiveness:
    - Condoms are reported to have an overall failure rate of 10%, and in teens who use condoms to prevent pregnancy, the rate is reported to be 18%. Given that women can conceive only several days per month, we can only guess how effective condoms can be in preventing the transmission of constantly communicable viruses, which in most cases are only a fraction the size of a sperm cell.
    - A 1987 paper published in the Journal of the American Medical Association investigated the transmission of AIDS

among spouses in which one partner was infected with HIV virus. The results showed that the rate of transmission between couples using condoms was 17% over a period of 18 months.

- Researchers studying surgical gloves made out of latex, the same material in condoms, found channels of 5 microns that penetrated the entire thickness of the glove. HIV measures between .1 and .3 microns.
- A recent study showed that nearly one third of all condoms tested in Canada in 1990 failed to pass the standards imposed by Health and Welfare Canada.

The experts clearly understand the risk. At a conference of sexologists a few years ago, not one person raised his or her hand when asked if he or she would trust a condom to protect him or herself during intercourse with a known HIV-infected person.

Despite all of the evidence there are some who continue to argue that our children can sleep around without impunity, if only they use a condom. Poor recommendation!

By way of illustration, if my son or daughter came to me and said they were going to play Russian roulette, I could not in good conscience respond by recommending that they play safe by loading only one chamber rather than all six - i.e. the chance of losing is reduced to only 16%. Eventually they lose and the loss is 100% fatal! It isn't a game. As a parent I would beg and plead for my son or daughter not to participate. I would hope others, educators included, would make the same plea. Arguing the safety of condoms is no different than the illustration just given.

THE ROLE OF THE EDUCATION SYSTEM and ABSTINENCE EDUCATION

There are compelling reasons to promote abstinence education in our schools:

1. The message from students.
   In a recent Louis Harris poll, 90% of sexually active teens stated they had become promiscuous due to peer pressure and over 80% said they felt they had been drawn into sex too soon. Teens understand they face serious problems. I believe they have stated that they themselves agree that abstinence is the only sure thing - i.e. a 100% effective solution for a disease such as AIDS which is 100% fatal. However, they want and need to hear honest facts from responsible adults on why they should abstain, how to say "no" without hurting a friend's feelings, how to avoid having sex until older and still be liked and how to build a good relationship with someone of the opposite sex. They need to be asked, perhaps anonymously, whether these are the kinds of questions they want answers to, rather than the educational system concluding on their behalf that they want condoms and that abstinence won't work.

2. The message from experts.
   - A joint statement issued in 1987 by Surgeon General C. Everett Koop and U.S. Secretary of Education William Bennett said, "Young people must be told the truth - that the best way to avoid AIDS is to refrain from sexual activity until as adults they are ready to establish a mutually faithful monogamous relationship. Since sex education courses should in any case teach children why they should refrain from engaging in sexual intercourse, AIDS education should uphold monogamy in marriage as a desirable and worthy thing."
   - At statement from the Centers for Disease Control said "School systems should make programs available that will enable young people who have not engaged in sexual intercourse to 'abstain from sexual intercourse until they are ready to establish a mutually monogamous relationship within the context of marriage.'"
   - The U.S. Department of Education published two papers entitled, Will 'Safe Sex' Education Effectively Combat AIDS? and AIDS and the Education of our Children: A Guide for Parents and Teachers. The first paper refutes the notion of safe sex. The second argues the importance of abstinence education.
   - The American Medical Association has adopted the position that premarital abstinence is an effective means of precluding unwanted pregnancy and that the media, appropriate public agencies and all concerned professional groups emphasize the effectiveness of premarital abstinence as a means of reducing the incidence of unwanted pregnancy. The American Academy of Pediatrics adopted a similar position.
   - Two brochures published by the B.C. Centre for Disease control, Be Responsible...For Life and Talking With Your Children About AIDS, stress abstinence and refusal to be involved with IV drugs as the only guarantees against infection with the HIV virus.

3. The message from parents.
   Parents need the support of the eduction system to help them stress the importance of abstinence before marriage. Still today, there are many groups and substantial resources which argue that our children know best how to decide for themselves, there are no repercussions and that they will make good sexual decisions on their own. Few, if any, resources have been allocated to the abstinence message. This must change. As parents, we need visible support to help our kids make responsible, healthy choices.

4. The mandate of the education system.
   The Hamilton Board's mission statement reads as follows: The Hamilton Board of Education's purpose is to educate children and adults to enable them to enjoy life as creative, contributing, responsible members of society.

Hamilton's mission statement might be enriched by including a clause from the B.C. Education Department statement: for ... "learners to 'acquire the knowledge, skills and attitudes needed to contribute to a healthy society' ... ".

It is clear that our educational system must provide the appropriate programs if indeed our students will be enabled to be responsible, contributing members of society. Such programs should include a comprehensive program in abstinence education. Implementation of an abstinence education program would preclude the installation of condom machines in our high schools as being inconsistent with the goals of such a program - i.e. a mixed message would be sent.

5. Abstinence models that work.
There are a number of abstinence programs which have been successfully implemented in Canada and the U.S.. While the relative strengths and weaknesses of the programs have to be assessed, examples include:
    - Postponing Sexual Involvement (PSI) - implemented in Montreal and successfully adopted in Atlanta, Georgia.
    - Sex Respect - The Option of True Sexual Freedom. Successfully adopted in over 1,000 U.S. school districts.
    - Sexuality, Commitment and Family - piloted in San Marcos, California; pregnancies dropped from 178 in the 1983-1984 school year to 20 in 1987.

These are just 3 of a number of programs based on common sense approaches to help to deal with the difficult issue we face.

Prepared for: Operations and Management Committee
Hamilton Board of Education
January 4, 1993

A Rationale for Implementing Abstinence Education In Canadian Schools

FOCUS ON THE FAMILY
#110-1155 W. PENDER STREET
VANCOUVER, B.C. V6E 2P4

Mark L. Milliron, B.Sc., M.Sc.
Director, Community Impact Seminars
Focus on the Family, Canada
(604) 792-4477

TABLE OF CONTENTS

Summary.....i

I. RELATING FAMILY PLANNING PROGRAMS AND HEALTH COSTS.....1

A. *History Of Family Planning In Canada And The United States*.....1

B. *Conventional Sex Education: A History Of Failures*.....3

C. *Sex Education In The Age Of AIDS*.....7

D. *Hidden Costs: Behaviours Correlated With Sexual Activity*.....11

II. THE MANDATE FOR THE NINETIES.....14

A. *The Mandate From Education*.....14

B. *The Mandate From Health And Welfare: HIV And AIDS*.....17

III. ABSTINENCE EDUCATION: THE CHOICE FOR THE NINETIES.....18

A. *The Plea For Responsible Leadership: Experts Speak Out*.....18

B. *Essentials Of Abstinence Education*.....21

C. *The Effectiveness of Abstinence Education*.....23

IV. CONCLUSION 27

ENDNOTES.....28

SUMMARY

There is a health care crisis developing in Canada, a crisis that has already gained so great a momentum that unless our citizens and government act with a united commitment, the well-being of our children may be seriously jeopardized.

The last two decades have seen unprecedented increases in teenage pregnancy, abortion, illegitimate births, sexually transmitted disease, and emotional disturbances associated with promiscuity. Canada's AIDS infection rate is out-pacing most Western countries, and our major cities maintain some of the largest IV needle exchange programs in the world.

The financial burden associated with treating this expanding constellation of adolescent problems is enormous, but it cannot compare with the physical, psychological, and spiritual expense that is being paid by our youth.

Traditionally, the problems associated with teenage promiscuity have been placed in the hands of family planning services and relegated to the teachers of sex education classes that tout contraception as the modern solution to adolescent ills. But these techniques have been woefully ineffective. Rather than curtailing pregnancy, promiscuity and disease; there have been dramatic increases in teen sexual activity year after year.

This document will provide evidence that traditional sex education and family planning have actually *contributed* to teenage promiscuity, and will demonstrate how increased promiscuity has negatively impacted almost every aspect of adolescent life. A case will then be made for the implementation of programs in abstinence education as the only reasonable assistance to a generation at risk.

A Rationale For Implementing Abstinence Education In Canadian Schools

I. RELATING FAMILY PLANNING PROGRAMS AND HEALTH COSTS

Health education programs are a significant but easily over-looked component in any total plan to address the medical needs of a population. Dollars invested in effective education can pay substantial dividends in the decades that follow. Any inquiry into the cost and quality of health care should include a careful examination of existing health education, and a survey of proven alternatives. Nowhere is there a greater need for such scrutiny than in the area of Family Planning. An evaluation of existing policy and of the experience gained in other provinces and states, leads to the conclusion that many of the programs implemented in the seventies and eighties were not only ineffective, but actually counter-productive in achieving their stated goals. Better alternatives must be found if we are to stem the tide of epidemic increases in sexually transmitted diseases, teen-age pregnancy, and abortion.

A. *History Of Family Planning In Canada And The United States.*

Conventional family planning programs in Canada can trace their origins to the United States and the Alan Guttmacher Institute, the research arm of the Planned Parenthood Federation of America. In 1976, the Guttmacher Institute published 11 Million Teenagers: What Can Be Done About the Epidemic of Adolescent Pregnancies in the United States.[1] A year later, Planned Parenthood was joined by Zero Population

Growth and other groups in the publication of Planned Births, the Future of the Family and the Quality of Life: Towards a Comprehensive National Policy and Program.[2] This document called for Congress to provide $800 million annually for family planning in the U.S.

Response to these publications was dramatic and expensive. The Adolescent Pregnancy Act of 1978[3] made substantial increases to existing programs for contraceptive education and distribution. During that year, U.S. federal funding for contraceptive programs for teens amounted to $279 million.[4] In the decade between 1971 and 1981, federal expenditures on family planning programs exceeded $2 billion.[5] This represented an increase of 306 percent.[6]

During this same time period, family planning and sex education programs began to be implemented in Canada. Building on the model of the United States, programs and curricula were introduced that contained what Planned Parenthood considered to be the six main elements of "comprehensive sex education". These included:

1. presentation of biological facts about reproduction;
2. talk about coping with sexual development and orientation;
3. information on types of birth control and their use;
4. information about preventing sexual abuse;
5. facts and discussion about abortion;
6. information on where to obtain contraceptives.[7]

With the assistance of the Planned Parenthood Federation of Canada (PPFC), the federal government and individual communities have been active in operating conventional sex education and family planning clinics. At the present time, there are 47 PPFC affiliates in Canada nationwide. Rather than decreasing teenage sexual activity, these clinics have acted as contraceptive supply systems and abortion referral agencies. The PPFC is currently the largest abortion referral agency in Canada.

In 1988, the Canadian federal government gave $200,000 dollars to PPFC, as well as contributing $7 million dollars to the International Planned Parenthood Federation. In addition, the Canadian International Development Agency donated $8.9 million dollars to the international organization and matched individual donations made to PPFC, according to a December, 1989, Hansard report.

The message of contraceptive sex and birth control by abortion has had a dramatic effect in Canada, as will be seen in the following section of this document. Rather than producing a society that is informed and responsible, sex education in the seventies and eighties resulted in unprecedented increases in abortion, disease, and promiscuity.

B. *Conventional Sex Education: A History of Failures*

Conventional programs of comprehensive sex education have as their stated goals the reduction of teenage promiscuity, pregnancy, and birth rate, and an increased awareness of sexual abuses.[8] An evaluation of the effectiveness of these programs should therefore assess success in each of these areas, as well as addressing health and social issues that have arisen as a result of the programs themselves.

As described earlier, the seventies were a decade of enormous investment into

family planning and sex education in both Canada and the United States. But despite an increase of over 300% in U.S. federal funding for such programs, there was a 48.3% increase in teen pregnancies and a 133% increase in teen abortions from 1971 to 1981.[9] Reports published in 1986 in Family Perspective and in the Wall Street Journal indicated:

1. Adolescent involvement in family planning programs was associated with significantly higher teenage pregnancy rates.

2. Adolescent involvement in family planning programs was associated with significantly higher teenage abortion rates.

3. There was a reduction in teenage births, but that reduction was entirely due to increased abortion, and not to reduced pregnancy or effective use of contraceptives.[10]

The effectiveness of comprehensive sex education has been investigated on many occasions. A 1981 report by Zelnik and Kantner acknowledged that there was an "almost total absence of evidence" for any benefits from sex education.[11] The March 1989 issue of Pediatrics included a report by Dr. James W. Stout that reviewed five studies on sex education. The conclusion that Dr. Stout drew was that sex education has had little impact on lowering the frequency of teenage pregnancy or promoting the use of birth control.

These largely neutral responses to the question of the efficacy of sex education are among the most positive that can be cited. One review of thirty-three studies showed that sex education is associated with an increase in promiscuity and significant shifts to more liberal sexual attitudes.[12] Marsiglio and Mott drew a similar conclusion, citing evidence that sex education is associated with an increase in sexual activity among

fifteen- and sixteen-year-olds.[13] It is not surprising that such reports have repeatedly appeared in the medical journals. As early as 1963, Alan Guttmacher himself acknowledged that supplying contraceptive information to teens would bring about an increase in sexual promiscuity.[14]

Studies of sex education have not, however, been limited to the medical journals. Sociologists and educators have addressed the question of sex education, frequently with scathing results. Two areas of concern for psychologists and sociologists are personality formation and sexual development. Several studies suggest that sex education programs that provide explicit information about conception and contraception can actually impair these processes. Dr. John Meek, Director of Child and Adolescent Services at the Psychiatric Institute of Washington reported, "It is clear that sexual instruction in the lower elementary grades is unwarranted and potentially destructive to a large percentage of our children."[15] Dr. Sean O'Reilly, Professor of Medicine at George Washington University suggested that: "provision of detailed sex instruction either in the co-educational classroom or in private to pre-pubertal children is ill-advised and potentially harmful. The professional reason for this fact is the existence and importance of the latency period in human personality growth and development." He goes on to report that the consensus of the members of the American Association of Child Psychoanalysis is that "the child's development is not served by encouraging sexuality at this stage of life."[16]

Educators have expressed similar concerns, drawing from a different background of knowledge. Dr Wanda Franz, Associate Professor of Child Development and Family

Studies at West Virginia University, suggests that conventional sex education courses are doomed to ineffectiveness "because they have failed to evaluate the cognitive nature of the adolescent audience that they are attempting to reach."[17] Using the paradigm of Piaget to analyze the stages of cognitive development, Dr. Franz shows that adolescents function in what educators call the "concrete operational mode". Characteristics of this stage include an inability to anticipate future outcomes, emphasis on immediate gratification, and processing of information in a haphazard and irregular manner. She argues that presenting information of a sexual nature to such an audience is not only ineffective but actually irresponsible.[18,19]

One of the most disconcerting results of family planning and comprehensive sex education is the enormous increase in abortions that has occurred in the last 15 years. In the U.S., nearly half of the 1.1 million teenage pregnancies end in abortion each year.[20] And a startling 10 percent of the teens whose first pregnancy ended in abortion become pregnant again witin one year.[21] One study showed that 71 percent of women who have abortions will have at least one more abortion during their lives.[22] Planned Parenthood itself has admitted that the cycle is inevitable, and stated, "pregnancy rates among U.S. teenagers are increasing and teenage birth rates, though declining, are still among the highest in the world. The decline in births is largely contingent on continued access to legal abortions".[23]

The story in Canada closely mirrors that of the United States. Abortion rates have steadily increased, with dramatic jumps in the last 3 years. In B.C., a full 25% of pregnancies ends in abortion, and among teenagers, the figure is over 60%.[24] Thus, even

though there has been ready availability of contraceptives, and in spite of (indeed, perhaps because of) comprehensive sex education and family planning, teens are still becoming pregnant, and pregnancies are increasingly ending in abortion.

This, then, is the legacy of two decades of sex education and family planning. Classroom practices that have been described as "anti-educational"[25], alarming increases in teenage promiscuity[26], skyrocketing teenage pregnancy[27], and an unprecedented rise in the number of abortions performed[28]. Add to this the enormous cost of developing, implementing, and administering these programs, and the concerned decision-maker cannot help but conclude that conventional sex education as practised in North America has been nothing less than disastrous.

C. *Sex Education In The Age Of AIDS*

In June of 1981, the Centers for Disease Control in Atlanta, Georgia, was first notified about a hitherto unknown condition that had been diagnosed in five young homosexual males. In each case, rare lung infections and even more uncommon malignancies had been reported. In 1982, the disease was given the name AIDS, and Canada's Laboratory Centre for Disease Control began a national AIDS surveillance and reporting program.

Since that time, over 5,000 cases of AIDS have been reported in Canada, with 806 occurring in B.C. by December 1, 1990.[29] This sounds insignificant compared to the 155,000 cases reported in the United States[30], but a 1990 Department of National Health and Welfare study puts the numbers in perspective. The report shows that in 1983, AIDS was ranked 50th among the causes of premature death in Canada. By 1987, AIDS

was ranked at number 10. In 1990, AIDS became the third ranked cause of premature death in Canadian males aged 30 to 39 years.[31] And this is only the tip of the iceberg. Estimates on the infection rate for HIV, the virus causing AIDS, suggest that for every individual diagnosed with AIDS, there are over 100 individuals who are infected and not yet identified. It is believed that up to 50,000 Canadians may be infected.[32] Because the HIV virus has a latency of from 8-12 years, we can expect to see phenomenal increases in the number of AIDS patients diagnosed in the next decade.

AIDS is a devastating and debilitating disease. Once the disease is diagnosed, patients can expect to experience a series of near-lethal infections. Besides treating each infection, expensive medication must be employed to assist the immune system in resisting further episodes. The financial burden on the health care system has been enormous. The individuals most affected by AIDS are young men aged 20-49 years. Traditionally, this is a group that requires minimal hospitalization and medical care. A 1989 Queen's University study showed that the cost of caring for a single AIDS patient for one year was approximately $85,000.[33] The total cost of providing care for all AIDS patients in Canada that year was $86 million dollars.[34] Again, this is only part of the story. The Queen's University study also reported that the losses in productivity and economic contributions as a result of HIV infections were over $1 billion for 1988 alone.[35]

Significant federal expenditures have been made to assist the provinces in AIDS treatment and research. In 1986, the National Health and Welfare Department announced a $39 million, five-year plan to support activities dealing with AIDS in Canada. In 1988, it added an additional $129 million to the same program.

It is in the area of AIDS prevention that comprehensive sex education has experienced its greatest failures. Drawing on a tradition of moral pluralism and in keeping with its past advocacy of contraceptives as the solution to teenage sexual activity, AIDS education has presented "safe sex" as its central message. Most videos, books, and pamphlets used in the classroom either dismiss abstinence entirely or present it fleetingly as an untenable alternative. This is in direct contradiction to both the facts of infection and the advice of experts.

A 1987 joint statement issued by Surgeon General C. Everett Koop and U.S. Secretary of Education William Bennett said, "Young people must be told the truth—that the best way to avoid AIDS is to refrain from sexual activity until as adults they are ready to establish a mutually faithful monogamous relationship. Since sex education courses should in any case teach children why they should refrain from engaging in sexual intercourse, AIDS education should uphold monogamy in marriage as a desirable and worthy thing."[35]

A statement from the Centers for Disease Control echoes this view: "School systems should make programs available that will enable young people who have not engaged in sexual intercourse to 'abstain from sexual intercourse until they are ready to establish a mutually monogamous relationship within the context of marriage.' For young people who have engaged in sexual intercourse, school programs should enable and encourage them to 'stop engaging in sexual intercourse until they are ready to establish a mutually monogamous relationship within the context of marriage.'"[36]

In the United States, more and more states and districts have raised questions

about the message of "safe sex". In response to those questions, the U.S. Department of Education published a paper entitled, Will 'Safe Sex' Education Effectively Combat AIDS? It also prepared AIDS and the Education of our Children: A Guide for Parents and Teachers. The former publication refutes the notion of safe sex, and the latter stresses the importance of abstinence instruction.[38]

Even in preventing pregnancy, condoms are reported to have an overall failure rate of 10%[39], and in teens who use condoms to prevent pregnancy, the rate is reported to be 18%[40] Because an ovum can only be fertilized during 30% of the menstrual cycle, condom failure rates for the HIV virus, which is more than four hundred times smaller than a sperm cell and perpetually able to infect its host, are likely to be much higher than those reported for birth control.

The most dramatic study exposing the failure of condoms to reduce the spread of AIDS, appeared in the Journal of the American Medical Association in 1987. In this paper, the transmission of AIDS among spouses in which one partner was infected with the HIV virus was investigated. The results showed that the rate of transmission between couples using condoms was 17 percent over a period of eighteen months.[37]

Perhaps most alarming of all are the results of a recent study that showed that nearly one third of all condoms tested in Canada in 1990 failed to pass the standards imposed by Health and Welfare Canada.[41]

Finally, there is growing evidence that other sexually transmitted diseases (STDs) actually increase the incidence of infection with the AIDS virus. The most common of all STDs is chlamydia, a bacterial infection of the urethra in men and the cervix in

women. Recent studies indicate that young women and women who use oral contraceptives are especially susceptible to chlamydial infections. Up to 5% of middle-class pregnant women in Canada and the United States harbour silent chlamydial infections, and up to 10% of young men have urethral infections.[42] The obvious ulcerations of the genital skin that chlamydia causes have been shown to significantly increase susceptibility to HIV infection.[43] Further, the use of condoms is known to exacerbate genital sores, so that condom use may actually contribute to HIV infection in individuals with other STDs.[44]

The conclusion one is forced to accept is that conventional comprehensive sex education is not only inadequate to deal with AIDS, but may actually contribute to the ever-widening circle of infection and death. Previously cited studies that indicate sex education increases promiscuity, current data on the disastrous failures of "safe sex", and the advice of experts from every related field, all point to abstinence education as the only reasonable approach to the age of AIDS.

D. *Hidden Costs: Behaviours Correlated With Sexual Activity*

The relationship between comprehensive sex education and sexual promiscuity has been well documented in the last decade.[45] The 1988 study by Queen's University, Canada, Youth, and AIDS, found some other, very significant relationships. In this survey of 38,000 Canadian youths aged eleven to twenty-one years, sexual activity was correlated with a number of high-risk activities. Among grade 9 students, 41% of respondents who stated that they participated in sexual activity reported regular use of alcohol. This contrasted with 6% of students who refrained from sexual activity but

regularly used alcohol. Thus, sexual activity was closely associated with drinking in these young people.[46] The same group of respondents demonstrated an even stronger correlation between sexual activity and drug abuse. Fifty percent of those grade 9 students who participated in sexual activity reported use of marijuana. Only 6% of students not sexually active reported an involvement with marijuana use.[47] There is no proof that sexual activity is causal for these behaviours, but it has been suggested that sexual experiences can create a sense of empowerment that may work itself out itself in other, risk-taking behaviours. Considering the millions of dollars that have been invested to curtail alcohol and drug abuse in the teenage population, and bearing in mind the literally billions of dollars lost to treatment for abuse of these substances, it seems obvious that money spent in abstinence education would pay enormous dividends in these related areas of medical expense.

Similarly, 58% of sexually active respondents in this age group reported smoking cigarettes while only 11% of those who abstained from sex reported smoking.[48] Sexual activity has also been associated with safety practices and attitudes in adolescents. Thus, 86% of fourteen- and fifteen-year-olds who abstained from sexual activity reported using seat-belts, but only 65% of sexually active respondents used seatbelts.[49]

An article appearing in USA Today in February, 1991, indicated that sexual activity had significant correlations with other harmful behaviours. In the article, psychologist Gary Ingersoll of Indiana University, was quoted as saying, "sex by age 16 may reflect a risk-taking profile that should prompt strong parental moves to get help"[50] Ingersoll and Dr. Donald Orr, of the Indiana Medical School, surveyed 1,504 twelve- to

sixteen-year-olds. Among the findings they listed were:

-sexually experienced girls were five times more likely to have been suspended from school.

-sexually experienced girls were ten times more likely to have experimented with marijuana.

-girls who had participated in sex were six times more likely to have attempted suicide.

-girls who abstained from sex had significantly higher self-esteem than their sexually experienced peers.

-boys who had sexual experience were five times more likely to have used marijuana, and ten times more likely to have been in a car with a drug-using driver.[51]

Finally, the Queen's University study showed that sexually-active adolescents develop significantly poorer relationships with their parents, compared to those who practised abstinence. Sexually experienced individuals had 18% lower scores in this area than their peers.[52]

Sexual activity, then, has a powerful effect on other behaviours, and very often correlates with activities that exert a negative influence in the home, in the school, and in the community. The strong association between comprehensive sex education and increased sexual activity, with all of the behaviours that correlate with that activity, should lead legislators and school officials to examine carefully their current practices. Clearly, what we are offering our children is in neither their best interests nor our own.

II. THE MANDATE FOR THE NINETIES

A growing body of legislation, community needs, and economic necessities are bringing pressure to bear on decision-makers in medical services. Out of the vast array of concerns that arise during an inquiry of this kind, it is necessary to identify priorities that are cost-effective and that integrate well with other federal and provincial programs. A review of existing policies in education, health care, and social services reveals that developing a provincial plan for abstinence education will not only save many millions of dollars in future health care, but will fulfil or enhance a number of existing programs.

A. *The Mandate From Education: The Year 2000 Document*

In 1990, elementary schools in British Columbia began to implement the Year 2000: Enabling Learners program in the primary grades. The Year 2000 program is a comprehensive plan to substantially restructure education in the province, and has served as a model for curriculum development across Canada. The plan will involve all 13 years of education in B.C., and is an out-growth of the B.C. Royal Commission on Education that occurred in 1987. The result of that inquiry was a document known informally as the Sullivan Report.[53] The Sullivan Report made a number of far-reaching suggestions about the form and substance of education that will be needed to prepare learners to live as successful and contributing members of society in the next century.

Acting on the recommendations of the Sullivan Report, the British Columbia Ministry of Education drafted a document entitled A Mandate For The School System in 1989.[54] The mission of educators in British Columbia, as well as accompanying goals and a statement of philosophy, were included in that document. It is instructive to

examine key points from that document.

A Mandate For The School System contained the following "Mission Statement":

'The purpose of the British Columbia school system is to enable learners to develop their individual potential and to acquire the knowledge, skills, and attitudes needed to contribute to a healthy society and a prosperous and sustainable economy.'[55]

It is significant that this statement focuses on enabling learners. Clearly, the most productive and effective way to enable young people to learn is to have access to them in the classroom. But the Canada, Youth, and AIDS study indicates that sexually experienced adolescents are far more likely to drop out of school than their abstaining peers. Seventy-five percent of sixteen-year-old drop-outs reported being sexually active, while only 40% of those enroled in school were sexually active.[56] Further, it was found that students with higher educational aspirations were more likely to practice abstinence, than those students who expected to drop-out before graduating.[57]

The Mission Statement for education in British Columbia further states that learners are to "acquire the knowledge, skills and attitudes needed to contribute to a healthy society...". The research cited previously indicates that comprehensive sex education leads to increased promiscuity, and that increased promiscuity results in a wide array of debilitating diseases and destructive behaviours. If our youth are to contribute to and participate in a healthy society, it is incumbent on legislators and educators to implement programs that will predispose them to that goal.

Finally, the Mission Statement says that learners will be enabled to contribute to "a healthy and sustainable economy". As has already been demonstrated, the cost of

treating STD's and AIDS, and the billions of dollars lost in productivity and earning, make a program in abstinence education a key ingredient to fulfilling the mission of education in British Columbia.

A Mandate For The School System includes a list of descriptors of "the educated citizen". Included in that description are the following:

-The educated citizen ...has a positive self image.

-The educated citizen...strives for physical well-being.

-The educated citizen...is prepared to exercise the responsibilities of an individual within the family, the community, Canada, and the world.[58]

Once again, it is clear from the data that a positive self-image[59], physical well-being[60], and positive relations within the family[61] are all correlated with abstinence.

The Canadian Education Association recently released a Decima opinion poll on education. That poll identified drug and alcohol abuse as the major problem facing schools today.[62] When asked the question, "How well do students learn to deal with social issues such as sex and drug and alcohol abuse?", 33% of respondents indicated that students are not well-prepared.[63]

Taken together, the mandate from research, from the provincial government, and from the public is clear. It is the responsibility of the government to ensure that our youth receive adequate and effective instruction to lead a healthy, prosperous, and satisfying life. That instruction should include a comprehensive program in abstinence education.

B. *The Mandate From Health And Welfare: HIV and AIDS*

In 1990, Health and Welfare Canada produced a document called, HIV and AIDS: Canada's Blueprint. This fifty-six page report out-lines what is known about AIDS in Canada, describes AIDS treatment centres in various parts of the country, and sets forth an "Agenda for the Nineties". According to the document, "This Agenda for the Nineties marks the beginning of an urgent and collective process of identifying and responding to the changing dimensions of HIV and AIDS in the decade ahead. The time to start is now".[63]

The Agenda for the Nineties states as its principle goal, "To stop the transmission of the human immunodeficiency virus (HIV)". It goes on to say that "every individual is obliged to behave responsibly. Canadians must take every precaution to avoid transmitting or receiving the virus".[64]

The implication here is that there is an urgent need to alter the sexual attitudes and practises of a large part of our population. It is especially critical that we alter the behaviour of teens, as it has been suggested that most individuals infected with the AIDS virus were infected in their late adolescence. The sexual practices and attitudes of the present generation were largely shaped by the sex education provided in the seventies and eighties. If the youth of the next decade are to manifest a different standard, it will have to begin in the classroom. As the report goes on to state, "Energy and resources spent on education and prevention...reduce human suffering as well as the cost of care, treatment, and support".[65]

III. ABSTINENCE EDUCATION: THE CHOICE FOR THE NINETIES

The last two decades have done much to erode the under-pinnings of Western civilization. A two thousand year history of moral integrity and sexual responsibility was challenged and discarded by a small but powerful group of researchers who claimed that sexual freedom and contraceptive education would eliminate teen pregnancy, abortion, and sexually transmitted disease. That group of researchers has been proven sadly misguided.

The advent of comprehensive sex education and morally neutral family planning have resulted in increased adolescent promiscuity, sky-rocketing abortion, and the epidemic spread of STDs. Along with these realities, Canada has experienced the deterioration of the family unit, increased levels of self-destructive behaviours in our youth, and enormous financial burdens in health care.

Thankfully, the tide appears to be turning. Recent legislation, current research, and medical opinion have all signalled a rebuff of the laxity in morality and a return to sexual responsibility. Dr. David Schaff observes: "The whole culture is on a swing back to more traditional expectations. There is a return to the understanding that the main function of sex is the bodily expression of intimacy.[66]

A. *The Plea For Responsible Leadership: Experts Speak Out*

In the United States, support for abstinence education began with the federal government. In 1981, President Reagan signed into law the Adolescent Family Life Act of Title XX of the Public Health Act. Among the features of that act is its emphasis on the promotion of adolescent premarital sexual abstinence, family involvement in sex

education, and comprehensive health care for pregnant teenagers. Currently, twenty-eight prevention programs promoting parental involvement and abstinence education are being funded through this Act.[67]

In Canada, the AIDS crisis has focused the attention of health officials on the importance of stressing abstinence in the classroom. The B.C. Centre For Disease Control has published several pamphlets on AIDS. Two of them, Be Responsible...For Life and Talking With Your Children About AIDS stress abstinence and refusal to be involved with IV drugs as the only guarantees against infection with the HIV virus.[68]

As cited earlier, Health and Welfare Canada has published a document out-lining the official approach of the federal government to AIDS and AIDS education. The primary goal stated for this decade is "to stop the transmission of the human immunodeficiency virus (HIV)". The program calls for "every individual ...to behave responsibly (and) take every precaution to avoid transmitting or receiving the virus".

National leaders in both Canada and the U.S. have endorsed morally-based abstinence education. In September of 1988, President Reagan directed the Secretary of Health and Human Services to ensure that all "human sexuality and family planning educational and informational materials developed for teens by federal agencies...focus on promoting and encouraging abstinence".[69] He also ordered that action be taken to ensure that federal funds would not be used to "distribute contraceptives or prescriptions for contraceptives in schools without parental permission".[70]

The medical community has been equally insistent about placing a new emphasis on abstinence. In 1984, the California Medical Association passed a statement later

adopted by the American Medical Association. That statement includes the following: "...be it resolved that CMA recognizes that premarital abstinence is an effective means of precluding unwanted pregnancy; and be it further resolved that CMA suggests that the media, appropriate public agencies, and all concerned professional groups, in their educational campaigns to the public, emphasize the effectiveness of premarital abstinence as a means of reducing the incidence of unwanted pregnancy".[71]

The American Academy of Pediatrics has passed a similar resolution officially endorsing abstinence as the only assured means of avoiding pregnancy, STDs, abortion, and the health risks associated with promiscuity. The resolution ends with the words, "Be it resolved, that the AAP recommends that adolescents postpone, until marriage, sexual activities that may lead to pregnancy or sexually transmitted diseases".[72]

Canada has lagged behind the United States in implementing effective means to assure that all adolescents receive proper abstinence education and support. While every province has in place some type of sex education program, most are of the comprehensive or "contraceptive" variety. No program targets abstinence as the primary goal. This is in dramatic contrast to the United States where, faced with the reality of over 150,000 reported cases of AIDS, many states have implemented abstinence education as the required program of sex education. Illinois became the first state to pass an abstinence education bill[73], and Indiana soon followed with both an AIDS education bill and an abstinence education bill.[74] In March of 1988, the state of Washington passed the AIDS Omnibus Bill requiring AIDS education in all public schools, with an emphasis on premarital abstinence as the only sure way to avoid contracting the disease sexually.[75]

California passed their abstinence education bill in August of 1988. It, too, calls for promoting abstinence as the only certain way to avoid pregnancy, sexually transmitted diseases, and sexual transmission of AIDS. It further requires that monogamous, heterosexual sex be treated with honour and respect in all materials and instruction.[76]

The list of states that have implemented abstinence education as the official program for sex education and family studies now includes the following: Arizona, California, Florida, Illinois, Indiana, Kentucky, Louisiana, Missouri, Montana, New Jersey, Oklahoma, Pennsylvania, Texas, and Washington.

The trend that has developed in the last five years is clear. Scientists, educators, health officials, and parents have recognized that today's youth are a generation at risk. The call for responsible leadership has gone out from all quarters, a call we can little afford to ignore.

B. *Essentials Of Abstinence Education*

The philosophical, scientific, and moral imperatives for implementing a program of abstinence education have been examined and documented in this draft. Little has been said, however, of what that program should include. Leaders of the abstinence education movement have provided guidelines that satisfy many of the questions commonly posed concerning curriculum development and implementation. Former Secretary of Education William Bennet advised the following when designing a program:

-The approach cannot be "values-neutral". It must teach children sexual restraint as a standard to uphold.

-Speak of sex in the context of the institution of marriage, fidelity, and

commitment.

-Courses should welcome parents and other adults as allies.

-The course must teach that sex is not simply physical or mechanical. It involves emotions and feelings; some of them are ennobling, and some are cheapening.[77]

Wanda Franz, Associate Professor of Child Development and Family Studies at West Virginia University, adds the following:

-Realize that too much information may do more harm than good.

-Develop a standard of maturity. Teens need to begin to value the recommendation to wait.

-Teach the best approach to sexual decisions, not simply an array of choices.[78]

Moving away from the general philosophy to more specific issues of content, the Family Research Council of America has set forth the following guidelines:

-**Abstinence:** Programs must clearly and unequivocally encourage premarital abstinence. Tell *why* abstinence is the best choice.

-**Contraception:** Advocating contraceptives among unmarried teens in an open classroom setting weakens the effectiveness of abstinence education. Mixed messages only confuse students.

-**Abortion:** Programs should focus on the physical and emotional problems abortion poses, and they should emphasize that abstinence prevents abortion.[79]

In addition to the previous principles, abstinence education should fulfil the following criteria:

-The program should be compatible with previously existing curricula in the

school and district.

-The program should be based on the prevention of a wide range of problems, and not simply on masking or coping with those problems.

-Responsibility must be placed on the learner to make reasoned choices, and not merely to be willing to suffer the consequences of past actions.

-All materials should be age appropriate, and some issues (eg, physiological development, parturition) should be discussed with girls and boys separated, out of sensitivity to students' shyness toward the subject.

-Among the elements that must be present in the final curriculum should be: adolescent development (social, moral and physiological); individuality; personal responsibility; consequences of premarital sex; techniques of saying "no" to sexual pressure; recognizing and resisting negative influences in our culture; building positive relationships; human reproduction; fetal development and parturition; parenting, and family life skills.

Finally, the Educational Guidance Institute has prepared an excellent and detailed list of curriculum guidelines for each grade level.[80] Application of their guidelines, attention to the previously stated principles of course design, and sound educational theory will result in a program that protects and enhances the youth of Canada for many years to come.

C. *The Effectiveness of Abstinence Education*

Abstinence education programs are a recent innovation, and are only now beginning to be tested for their impact. While most curricula have not yet been assessed

in major journals, early results have been made available for some, and are extremely promising. Three leading programs are reviewed below.

1. *AANCHOR* (an acronym for An Alternative National Curriculum for Responsibility) is a curriculum that was designed for junior and senior high students in public schools. The focus of the course is prevention of health and social problems associated with sexual activity, through an appreciation of abstinence. AANCHOR assists learners to develop criteria for personal behaviour, thoughts, and feelings; and builds self-esteem so that students will have the confidence to say "no" to sexual pressures.

AANCHOR consists of six modules: *Responsibility*, *Ethical Thinking*, *The Family*, *Communication*, *The Law*, and *Human Reproduction*. The curriculum involves parents through parent-child projects, uses role playing to develop decision-making abilities, and includes case studies to emphasize the significance of sexual choices.

The AANCHOR program was tested from 1982-1987 in thirteen school districts in Utah, California, New Mexico, and Arizona. Assessment involved a pre-test, a post-test, and control groups. The control groups received the standard, comprehensive sex educations that existed in the individual districts. The study concluded that there were three statistically significant differences between the subject groups (those who used the AANCHOR program) and the control groups:

-AANCHOR students reported higher family strengths (loyalty, support, cohesion.)

-AANCHOR students had more frequent discussions with parents about sexual

values and beliefs.

-AANCHOR students reported a significantly increased awareness of an appreciation for the value of abstinence.[81]

2. *Sex Respect: The Option of True Sexual Freedom* is a curriculum developed through a grant of the Adolescent Family Life Act, which is administered by the Office of Adolescent Pregnancy Programs of the United States Department of Health and Human Services.

This curriculum teaches that the best way to enjoy true sexual freedom is to choose wisely, and to abstain until a married and monogamous relationship is established. The units included deal with human sexuality; sexual decision-making; dating standards and guidelines; changing former sexual behaviours; parenting; and the emotional, psychological, and physical consequences of teenage sexual activity. The classroom time required is approximately 10 hours.

Sex Respect utilizes three separate workbooks--one for students, one for parents, and one for teachers. Sex respect is targeted for grades eight and nine, but has been used effectively in grades seven through eleven.

Sex Respect has been adopted in over 1,000 school districts across the U.S. During its second year of use, the pilot program was used at 14 schools in 6 midwestern states, with 1,841 students participating. The results from a comprehensive assessment with those students indicated:

-Before taking Sex Respect, 36% of students said intercourse among teens is acceptable, provided pregnancy did not result. After the course, that number

dropped to 18%.

-Before the course, 20 percent of students said sexual urges are "always" controllable, and 62 percent said they are "sometimes" controllable. After the program, 39 percent said "always", and 51 percent said "sometimes".

-Before the course, 35 percent of students said there are "a lot" of benefits to abstinence until marriage. After the course, that number jumped to 58 percent.[82]

3. *Sexuality, Commitment, and Family* is a public high school program that emphasizes the deep meaning of sexuality in the context of family, self-respect, respect for others, and respect of one's future spouse. The curriculum is designed to be used in a three-week period, with one day of introduction, one day of testing, and thirteen days of instruction. Areas of emphasis include anatomy and maturational changes during adolescence; advantages of premarital abstinence; consequences of premarital sexual activity; dealing with peer pressure; communication skills; and saying "no" to premarital pressure. Each lesson has worksheets to be taken home and used with parental involvement.

Sexuality, Commitment, and Family was piloted in San Marcos, California, where teachers and parents felt compelled to respond to a phenomenal 178 pregnancies during the 1983-1984 school year. The program was implemented in 1984, and during that year pregnancies dropped to 147. Pregnancies decreased each year, and in 1987 when a study was completed, the number of pregnancies in the school had dropped to 20.[83]

IV: CONCLUSION

There is a growing need for quality health education in Canada. The escalation in teenage promiscuity, adolescent pregnancy, multiple abortions, and sexually transmitted disease all point to an impending crisis for the health care professions. Estimates for the cost of caring for the victims of AIDS and other STDs, as well as the expenses associated with teenage pregnancy, child care, and counselling for dysfunctional families, all demand that the government take action to design and implement an effective program in health education.

The focal point of such a program should be abstinence education. Conventional programs of sex education stressing contraception and moral neutrality have failed to stem the rising tide of disease and promiscuity. Only abstinence education has been demonstrated to significantly alter the behaviours and attitudes of adolescents, and only abstinence can guarantee to our youth that they will have the opportunity to reach maturity unscarred by the devastating consequences of premarital sex.

ENDNOTES

1. *11 Million Teenagers: What Can Be Done About The Epidemic of Adolescent Pregnancies in the United States* (New York: Guttmacher Institute, 1976).
2. *Planned Births, the Future, and the Quality of Life* (Planned Parenthood, et al, June, 1977).
3. Peden and Glahe, eds., *The American Family*, pp 333-334.
4. *Informing Social Change* (New York: Guttmacher Institute, 1980), p 7, as cited in Peden and Glahe, eds., *The American Family*, p 354.
5. Jacqueline Kasun, "Teenage Pregnancy: Media Effects Versus Facts," (Stafford, Va.: American Life League, 1986), p 3.
6. Jacqueline Kasus, "Teenage Pregnancy: What Comparisons Among States and Countries Show," (Stafford, Va.: American Life League, 1986).
7. Harris and Associates, *American Teens Speak*, p 50.
8. *Teenage Pregnancy: The Problem That Hasn't Gone Away* (New York: Guttmacher Institute, 1981).
9. Kasus, "Teenage Pregnancy: What Comparisons Among States and Countries Show," p 6.
10. Joseph A. Olsen and Stan Weed, "Effects of Family Planning Programs for Teenagers on Adolescent Birth and Pregnancy Rates" and "Effects of Family Planning Programs on Teenage Pregnancy---Replication and Extension," *Family Perspective* Fall 1986, pp 154-195; and *Wall Street Journal*, 10/14/86.

11. Melvin Zelnik, et al, *Sex and Pregnancy in Adolescence* (Beverly Hills, Ca.: Sage Publications, 1981), p 179, as cited in Peden and Glahe, eds., *The American Family*, p 358.

12. Peter K. Kilmann, et al, "Sex Education: A Review of Its Effects," *Archives of Sexual Behaviour* 10 (no. 2, 1981), pp 177-205.

13. Marsiglio and Mott, "The Impact of Sex Education on Sexual Activity," p 151.

14. *The Knickerbocker Times*, Albany, New York, 12/6/63. As cited in Judie Brown, et al, *Stop School-Based Sex Clinics* (Stafford, Va.: American Life League, 1987) pp 7-8.

15. Sean O'Reilly, *Sex Education in the Schools*.

16. Ibid.

17. Wanda Franz, "Adolescent Cognitive Abilities and Implications for Sexual Decision Making," paper presented at Celebrate the Family Third Eastern Symposium, Pennsylvania State University, 3/24/87, pp 1,3.

18. Ibid., pp 7-8.

19. Ibid., pp 10-12.

20. U.S. House Committee on Children, Youth, and Families, *Teen Pregnancy: What Is Being Done? A State-By-State Look* (Washington, D.C.: Government Printing Office, 1986), p20.

21. *Teenage Pregnancy: The Problem That Hasn't Gone Away*, p 5, as cited in Peden and Glahe, eds., *The American Family*, p 362.

22. Vito M. Logrillo, et al, *Effects of Induced Abortion on Subsequent Reproductive Function*, Final Report (New York State Department of Health, 4/18/80).

23. *Teenage Pregnancy: The Problem That Hasn't Gone Away,* p 5.

24. *Vancouver Province,* 02/03/91.

25. Sean O'Reilly, *Sex Education in the Schools.*

26. A. Pietropinto, "A Survey on Contraception Analysis," *Medical Aspects of Human Sexuality,* May 1987, p 147.

27. Report of the U.S. House Select Committee on Children, Youth, and Families.

28. Ibid.

29. *Toronto Globe and Mail,* 11/29/90.

30. *Toronto Globe and Mail,* 02/14/91.

31. *HIV and AIDS: Canada's Blueprint* Health and Welfare, Canada, 1990, p 14.

32. Ibid., p 14.

33. Ibid., p 15.

34. Ibid., p 15.

35. Bennet and Koop, joint statement, 01/30/87.

36. *USA Today* 09/18/87.

37. Margaret A. Fischl, et al, "EValuation of Heterosexual Partners, Children, and Household Contacts of Adults with AIDS," *Journal of the American Medical Association* 257: 640 (1987).

38. U.S. Department of Education, "Will Safe Sex education Effectiely Combat AIDS?" and AIDS and the Education of Our Children: Guide For Parents and Teachers," October, 1987.

39. "Update on Condoms---Products, Protection, Promotion," *Population Reports* (September/October 1982), pp H121-122.

40. William Grady, et al, "Contraceptive Failure in the United States," pp 203, 204, 207.

41. *Vancaouver Sun*, 06/23/90.

42. Sevgi O. Aral and King K. Holmes, "Sexually Transmitted Diseases in the AIDS Era," *Scientific American* February, 1991, p 64.

43. Ibid., p 63, 64.

44. Ibid., p 62.

45. C. D. Hayes, *Risking the Future: Adolescent Sexuality, Pregnancy, and Childbearing* (National Research Council, 1987), pp 7-10, 165.

46. Alan J. C. King, et al, *Canada, Youth, and AIDS*, National Health Research and Development Program, 1988, p 96.

47. Ibid., p 96.

48. Ibid., p 96.

49. Ibid., p 97.

50. *USA Today*, 02/06/91.

51. Ibid.

52. Alan J. C. King, et al, *Canada, Youth, and AIDS*, p 99.

53. *A Legacy For Learners: The Report of the Royal Commission on Education, 1988.*

54. *A Mandate for the School System*, Ministry of Education, 1989.

55. Ibid.

56. Alan J. C. King et al, *Canada, Youth, and AIDS*, p98.

57. Ibid., p 99.

58. *A Mandate for the School System*, 1989.

59. Alan J. C. King et al, *Canada, Youth, and AIDS*, p99.

60. Ibid.

61. Ibid., p 99.

62. "Canada' Schools: The 1990 CEA Poll," *The Canadian School Executive*, November 1990, p 26.

63. Ibid.

64. *HIV and AIDS: Canada's Blueprint*, p 38.

65. Ibid., p 40.

66. *Time*, 04/09/84.

67. Office of Population Affairs, *The Adolescent Family Life Demonstration Projects*, pp i-ii.

68. *Be Responsible...For Life*, and *Talking With Your Children About AIDS*, British Columbia Ministry of Health, B.C. Centre for Disease Control, 1989.

69. Centers for Disease Control, *Teenage Pregnancy and Fertility Trends---United States 1976, 1980*, MMWR, 1985, p 227, as cited in S. Dubose Ravenel, M.D., "American Teens and Birth Control: Commentary,"*North Carolina Medical Journal* (November 1987), p 607.

70. Ibid.

71. James H. Ford, "Rx: Adolescent Abstinence," adopted by the California Medical Association and the American Medical Association in 1984.

72. "Adolescent Abstinence Resolution," adopted by the 1987 Chapter Forum and reported in the *AAP News* (November 1987), p 11, resolution #63.

73. 85th General Assembly, State of Illinois, 1987 and 1988, House Bill 1225.

74. Indiana First Regular Session 105th General Assembly, Senate Enrolled Act no. 72; Indiana Second Regular Session 105th General Assembly, House Enrolled Act no. 1067.

75. State of Washington, Senate Bill 6221. Passed March 1988.

76. California Senate Bill 2394. Passed August 1988.

77. Bennett, "Sex and the Education of Our Children," pp 167-168.

78. Franz, "Adolescent Cognitive Abilities," pp 20-21.

79. Family Research Council, fact sheet, "Values-Based Sex Education Resources," pp 1-2.

80. Educational Guidance Institute, 927 S. Walter Reed Dr., Suite 4, Arlington, VA., 22204.

81. Olson and Wallace, "A Sampler of AANCHOR," p 35.

82. UPI release, 01/12/88, and studies compiled by Project Respect for the second-year pilot program. Similar results were obtained for the third year.

83. Joe DeDiminicantanio to LeAnna Benn, 10/02/87.

EXECUTIVE DIRECTOR:
Susan Chapman, B.A.

Beginnings

COUNSELLING & ADOPTION SERVICES OF ONTARIO, INC.
1 YOUNG STREET, SUITE 308, HAMILTON, ONTARIO L8N 1T8 TEL: (416) 528-6665

January 12, 1993

Brief Presented to Hamilton-Wentworth Board of Education

by Pat Allen - Pregnancy Counsellor

As a pregnancy counsellor with Beginnings Counselling and Adoption Services, a Hamilton-based agency, I am opposed to the installation of condom machines in the highschools.

One of my former roles was that of a sex educator in the school system. My function was to promote responsible use of birth control amongst our teenage population. Given the sexual bombardment our teens get from the media, the outbreak of aids, and the rising pregnancy rates, it would seem that this was a responsible response to the problem. But, the facts are, that in the twenty years it has been taught, the situation has grown worse. Since such programs are values-neutral, they are totally inappropriate.1 When one's values are unchanged, there is little change in one's behaviour! What contemporary educators fail to realize is that the boldness of their approach in fact desensitizes young people and causes them to become more permissive.2 To promote condom use alone, given the fact that teens do not readily comply to birth control regimes, promotes an increase in sexual behaviour and no change in compliance.3

Teenage pregnancy rates and the ensuing abortion rates are alarming. 1.1 million teen pregnancies occur a year with 40-50% of them ending in abortion.4 Since contraception has been taught and promoted in the schools, the pregnancy rates have increased 87% amongst the 15-19 year old group.5 Abortions are up 67%.6 and unwed births up 61%.7 It is time our tax dollar went to a program that works. A successful program of postponing sexual involvement must be implemented to save our young people from certain emotional and physical pain as well as social loss.

Too often in my role as counsellor, I meet with teens whose whole life's direction is now changed due to pregnancy. One in four births today is to an unwed mother. Few return to school, most settle into a lifestyle of poverty, relying on Mother's Allowance to support them. Gone are the teenage years of fun and freedom, gone are their aspirations for career or university because, to be realistic, these goals are in fact pursued by very few once they become teenage parents.

What of the teens who choose abortion, a most devastating and degrading procedure for a woman. I see many left with the emotional and psychological guilt and the memories involved. These women need much counselling and support to overcome their grief. What of those post-abortive women left with the physical trauma of a damaged cervix, predisposing her to adverse outcomes in future planned pregnancies. There is a three-fold higher ratio of miscarriage in these cases.8 Post abortion syndrome affects 7-41% of all women who have aborted.9

Even when a woman chooses adoption as an outcome to her pregnancy, although a very positive choice, it does entail much emotional pain, and takes much courage.

To install condom dispensers in the schools lends teens to believe that responsible adults expect them to have sexual intercourse. That's the ultimate pressure. A Louis poll showed that 90% of teens had become promiscuous because of such perceived pressure. I have counselled many women who were not wanting to have sexual intercourse, but who were pressured physically to have intercourse. This is called date rate, and stems from the message to our teens that sexual intercourse is an expected close to a date.

Condom machines in the schools also lead teens to believe that sex using a condom is considered safe sex. This is just not the case. As a birth control device alone they are not recommended for teenagers. Even when used consistently and correctly, they still have a failure rate of 14-20%+.10 That's one in five women whose teenage life will be taking an undoubtedly different course than planned. A high cost for a few moments passion. If it fails as a birth control device, it certainly fails as a prevention for Aids. To be told by elders that this latex device is safe is just not true. An HIV virus is 1/25th of the width of a sperm which itself can much more easily pass through the smallest gap in a condom.11 A failure rate for condoms of 14-20%+ is based on a woman only being able to become pregnant one to two days of the month. How much more frequently can one then contact HIV? HIV certainly produces a changed life, a life that is no more!

The only way to protect our teens is to promote abstinence until, as adults, they are ready to establish a mutually faithful, monogamous relationship.12

Teens will listen to the abstinence message and it does work to change their behaviour. Almost 65% of all high school females under 18 are still virgins.13 The numbers of teens truly sexually active are relatively few. A few years ago in Lexington, Kentucky, an ex convict talking abstinence spoke to an overflow crowd of 26,000. They weren't there for a rock group, but to hear an abstinence message.

Teens are not looking for sexual involvement, they are looking for love and intimacy. They are truly being ripped off by being led to believe sexual involvement will fulfill their need. We must combat the image that the media and the "safe" sex components are pushing. None of the beautiful actors on T.V. dramas told they had painful herpes, chlamydia or pelvic inflammatory disease leading to infertility. They didn't mention aids meaning death or genital warts. No one hears that human papilloma kills more women than aids. It is 11-22% more prevalent amongst sexually active teens. 14 Who spoke of the guilt of having had an abortion, the nightmares reliving the experience or of hallucinations of your dead child?

We must stop misleading our young people. We must present the whole story and offer alternatives before it's too late. Let's put our energy into a school-based chastity program of which there are many success stories. Let's not just put a bandage on a gaping wound. Attitudes are changing where these programs are implemented. Sexual involvement has decreased. It is the only answer.

If condom dispensers prevent 1 person from getting aids while 6 others decide to have sex based on the message they portray, have we in fact solved the problem?

Table 3
Federal Expenditures on Family Planning; Births and Abortions to Women 15–19; Pregnancies, Births, and Abortions per 1,000 Women 15–19, 1970–81.

Year	Federal expenditures on family planning ($ thousands)	Births to women 15–19	Abortions to women 15–19	Pregnancies per 1,000 women 15–19	Births per 1,000 women 15–19	Abortions per 1,000 women 15–19
1970	—	644,708	—	68.32	68.32	—
1971	80,000	628,000	—	64.66	64.66	—
1972	99,420	616,280	191,000	81.22	62.01	19.22
1973	137,280	604,096	231,890	82.61	59.69	22.91
1974	142,780	595,466	279,700	85.36	58.08	27.28
1975	148,220	582,238	325,780	87.77	56.28	31.49
1976	157,140	558,744	362,680	88.26	53.52	34.74
1977	184,620	559,154	397,720	91.87	53.69	38.19
1978	217,771	543,407	418,790	92.82	52.42	40.40
1979	233,031	549,472	444,600	94.7	52.3	42.4
1980	298,572	552,161	444,800	95.9	53.0	42.7
1981	324,977	527,392	433,000	96.0	52.7	43.3

Source: Figures from 1970–78 from Susan Roylance testimony before U.S. Senate Committee on Labor and Human Resources, March 31, 1981, based on data from National Center for Health Statistics, U.S. Department of Health and Human Services, U.S. Bureau of the Census, and the Alan Guttmacher Institute; figures for 1979–81 from National Center for Health Statistics and the Alan Guttmacher Institute. The figures for family planning expenditures are estimates of certain categories of spending only. While they appear to be internally consistent, they are substantially smaller than other estimates of the same kinds of spending. Used with permission of the American Life League, P.O. Box 1350, Stafford, VA 22554.

Researchers Joseph Olsen and Stan Weed also showed the failure of federal family planning to reduce teen pregnancies and abortions. In their 1986 reports, they concluded:

1. Instead of the expected reduction in teenage pregnancies, greater adolescent involvement in family planning programs was associated with significantly higher teenage pregnancy rates.
2. Instead of the expected reduction in teenage abortions, greater adolescent involvement in family planning programs was associated with significantly higher teenage abortion rates.
3. The expected net reduction in teenage births was achieved, but due to a reliance on abortions, not contraceptives.[24]

Olsen and Weed also questioned the claim by family planners that the increased rates would have been even higher without their services to teens. The findings of Olsen and Weed are depicted in Table 4.

BIBLIOGRAPHY

1 Wanda Franz, "Adolescent Cognitive Abilities and Implications for Sexual Decision-Making"--paper presented at Celebrate the Family Third Eastern Symposium, Pennsylvania State University, 3/24/87, page 14, and L. Kohlberg, "Development of Moral Character and Moral Ideology", Review of Child Development Research (New York: Sage Foundation, 1964.)

2 Peden and Glake, eds. The American Family, p.330.

3 Dinah Richard, "Has Sex Ed Failed our Teenagers", Table 8, p.12.

4 United States House Select Committee on Children, Youth and Families, Teen Pregnancy: What Can Be Done? p.20.

5 "Condom Roulette", In Focus 25 (Washington: Family Research Council, February 1992) p.2.

6 Gilbert L. Crouse, Office of Planning and Evaluation, United States Department of Health and Human Services, March 12, 1992, based on data from Planned Parenthood's Alan Guttmacher Institute. Increase calculated from 1973 first year of legal abortion.

7 United States Congress, House Committee on Energy and Commerce, Subcommittee on Health and the Environment, The Reauthorization of Title X of the Public Health Service Act, Charmaine Yoest, 102nd Congress second session March 19, 1991, p.2.

8 Willard Cotes, "Legal Abortion: The Public Health Record", Science 3/26/82, pp. 1586-1590.

9 Kenneth McAll and William Wilson, "Ritual Mourning for Unresolved Grief after Abortion", Southern Medical Journal (July 1987) pp. 817-821.

10 Comparison Chart - Birth Control Methods, Berlex, Canada.

11 Marcia F. Goldsmith, "Sex in the Age of Aids Call for Common Sense and Condom Sense", Journal of the American Medical Association 257 (May 1, 1987) p.2262.

12 James F. Ford and Michael Swartz, "Birth Control for Teenagers: Diagram for Disaster", Linacre Quarterly (February 1979) p.76.

13 United States Department of Health and Human Services, National Centres for Health Statistics, Centres for Disease Control, "Percent of Women 15-19 years of age who are Sexually Experienced, by Race, Age, and Marital Status, United States 1988", National Survey of Family Growth.

14 Pediatric News (August 1988) p.31.

BRIEF - STUDENTS FOR POSITIVE SEXUAL CHOICES (SPSC)
HAMILTON BOARD OF EDUCATION MEETING - JANUARY 12, 1993

We are a group of students who feel that putting condom machines in Hamilton high schools is not a good or helpful way to deal with sex-related problems such as teenage pregnancy and STD's for the following reasons:

1. If 49% of grade 11 students are sexually active, then more than half of the students in this age group are abstaining. If the condom machines are installed, **they will send the message to students in this larger group that "everybody is doing it" and increase the level of peer pressure to engage in sexual intercourse.**

2. The SCASH group has said that condoms are "60% effective in protecting from HIV transmissions (if used properly)". **60% effectiveness is not good enough when contracting HIV will leave you 100% dead.** There is no such thing as safe sex, but in our opinion **the condom machines will give the students a false sense of security.** The Board has a responsibility to promote healthier alternatives.

3. Students who feel that they are responsible and mature enough to engage in sexual intercourse, despite the risks, **should be responsible enough to go to the drugstore and buy condoms themselves.**

4. The sex education that has been taught over the last decade certainly does not seem to be working very well, as is evidenced by the skyrocketing incidence of teenage pregnancy and STD's. It costs society an enormous amount of money to care for the health needs of people with STD's, especially AIDS, to care for young single mothers, and to pay for a large number of abortions in this age group. In addition, there are painful emotional and psychological costs to these individuals and their families. **To continue to promote sex with condom usage in the schools is a socially irresponsible position.** Condom machines only provide a band-aid to a very serious problem that needs to be attacked with prevention education. We feel that the sex education curriculum should be realistic about the risks and consequences of early sexual involvement, both physical and emotional, and should promote the benefits and freedoms of abstinence. It should especially focus on how to develop caring and respectful relationships, and on responsible, future-oriented decision-making.

Melissa Bartels, Ancaster High
Hendrik Alkema, McNab High
John Zietsma, Hill Park Secondary
Trish Vander Kooy, Hamilton District Christian High
Melanie Sykes, HDCH
Ramona Vander Giessen, HDCH
Wendy van Leeuwen, Redeemer College

URBAN/MUNICIPAL
CA4 ON HBL W26
A35
1993

AGENDA

OPERATIONS MANAGEMENT COMMITTEE

1993 02 09

Confirmation of the minutes of the 1993 01 12 meeting.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Transition Years - Question and Answer Session

NEW BUSINESS:

1. Award of Contract - Hillsdale Elementary School - **Pages 1 and 2**
2. Report of the Special Education Advisory Committee - **Pages 3 to 11**

ELEMENTARY/SECONDARY

BUSINESS ARISING OUT OF THE MINUTES:

1. Response from the Officials to the presentations re condom vending machines **(delayed to March)**

NEW BUSINESS:

1. Recommendations of the Director of Education - **Page 12**
2. Westmount 1990 - requested by Trustee Stewart

1993 02 09

To the Chairman and Members,
Operations Management Committee,
Board of Education,
Hamilton.

Ladies & Gentlemen:

As part of the 1992 Accommodation Report the Board approved an estimated cost of $900,000 for Phase I of the renovations to Hillsdale Elementary School for 1993. Subsequently tenders were advertised for this project and the Board is in receipt of the following bids:

Contractor	Base Bid	Optional Entrances	Total G.S.T.	Total
Martin Stewart Contracting Ltd.	518,985.00	12,295.00	37,189.60	568,469.60
T. R. Hinan Contractors Inc.	519,000.00	12,700.00	37,219.00	568,919.00
Bestco Construction Limited	519,000.00	20,000.00	37,730.00	576,730.00
The Frid Construction Company Limited	525,802.00	14,000.00	37,786.00	577,588.00
D. S. Alvey Ltd.	525,500.00	14,500.00	37,800.00	577,800.00
G. S. Wark Limited	530,000.00	16,600.00	38,262.00	584,862.00
Allard Construction of Ontario Limited	538,920.00	10,675.00	38,472.00	588,067.00
Ira MacDonald Construction Ltd.	538,800.00	11,640.00	38,531.00	588,971.00
George Fowler Construction Ltd.	546,000.00	16,700.00	39,389.00	602,089.00
Demik Construction Ltd.	555,270.00	12,900.00	39,772.00	607,942.00
Dixon Gen Contractors	575,000.00	8,500.00	40,845.00	624,345.00
Pegdon Construction Ltd.	574,000.00	10,800.00	40,936.00	625,736.00
Ener-Save Construction	575,000.00	25,000.00	42,000.00	642,000.00
Beagle Construction Inc.	617,900.00	32,900.00	45,556.00	696,356.00

The Superintendent of Plant recommends that the lowest tender accordance with the plans and specifications be accepted as noted and that a contract be awarded to Martin Stewart Contracting Limited.

Contract	568,469.60
Permit & Contingency	54,812.00
Architectural Fees	116,909.96
Moving Furniture & Equipment	5,000.00
Debenture & OMB Costs	7,000.00
Estimated cost of project	752,191.56

Recommendations

1. That a contract be awarded to Martin Stewart Contracting Limited in the amount of $568,469.60.

2 That funds be approved in the amount of $752,191.56 for this project.

3. That application for final approval be submitted to the Ontario Municipal Board.

4. That pursuant to the provisions of Part VII Section 208, subsection 1 of the Education Act, the Board of Education for the City of Hamilton hereby makes application to the Regional Municipality of Hamilton-Wentworth for the firm sum of $752,000 (Seven Hundred and Fifty-t Thousand Dollars) for the renovations for Phase I of Hillsda Elementary School on Eastwood Street in the City of Hamilton and further requests that the said money be raised by the sale of debentures of the said Regional Municipality of Hamilton-Wentworth with repayment term not to exceed Twenty (20) years and that the appropriate By-Law for the said purpose be passed by the Council of said Regional Municipality.

Prepared by: R. T. Orlando, Superintendent of Plant
I. Polidori, Manager, Financial Services

Submitted by: R. T. Orlando, Superintendent of Plant

Approved by: Donald Goodridge,
Director of Education & Secretary of the Board

REPORT OF THE SPECIAL EDUCATION ADVISORY COMMITTEE

Present: Mr. I. Adamson (Chairman), Trustees Bishop, Patenaude and Wilson, Mesdames Dalziel, Kappheim, Oommen, and Trott, Mr. Verticchio and Dr. Newberry.

Also Present: Trustee Mulholland
J. Sims (Hamilton Secondary School Principals' Council)
A. Mutart (Hamilton Teachers' Federation)
D. Maddocks (Hamilton Principals' Association)

Officials Present: E. Bond (Superintendent of Program)
Dr. F. Cooke (Assistant Superintendent of Program)
R. Adams (Co-ordinator of Special Education)

The Committee recommends:

GENERAL

1. That the Hamilton Board of Education:

a) Concur with the findings of the Report of the Interministerial Working Group on Learning Disabilities and support the recommendations in the Report. (see attached)

b) Maintain the necessary special education programs and services for persons with learning disabilities within budget limitations.

c) Continue to provide a continuum of special education services so that pupils with learning disabilities receive services appropriate to their needs throughout their school careers.

2. That the report on Transition Years be received for information.

Respectfully submitted,

I. ADAMSON,
Chairman

V.O.N. Centre
1993 01 20

For Discussion:

The Report of the Inter-ministerial Working Group on Learning Disabilities

October 1992

Ontario

"Many service providers and facilities feel that learning disabilities are an "educational problem". This is despite good knowledge that children with learning disabilities can have other difficulties in the social, behavioural, attentional and emotional areas. If one does have an auditory processing problem, this affects an individual at school, at home, in the workplace, or wherever that individual might find him or herself. It is essential that services outside of the educational system therefore, are able to recognize how such difficulties may interfere with someone's performance, and develop ways of helping, recognizing, and accommodating the existence of a learning disability. If a person with a learning disability requires assistance, it is important that services exist that can provide this in the places where the problem is occurring, not just when the child is attending school." -- Dr. W. J. Mahoney, Assistant Professor, Department of Pediatrics, Faculty of Health Sciences, McMaster University

BACKGROUND AND HISTORY

It has been estimated that 10% of the general population have some form of learning disability. This means that, in Ontario alone, the lives of some 500,000 adults and 300,000 children are affected.

Although educators have gradually come to accept and deal with invisible disabilities, including those which affect learning, recognition of learning disorders is not widespread outside the school system.

This problem is compounded by the fact that, until recently, most service providers and policy makers assumed that learning disabilities were primarily a children's problem. We are now increasingly aware that adults with learning disorders also encounter a variety of problems arising from their disability.

Many, for example, have trouble finding and keeping jobs. If they turn to literacy programs for help, their specific problems may not be recognized. Without accommodation, licensing examinations for some trades and professions are difficult or impossible to complete. The frustration of living with learning disabilities often leads to behavioural problems. It is a fact that teenagers and adults with learning disabilities have a disproportionately high rate of incarceration.

Many people with learning disabilities also have problems in adapting to accepted social norms. Despite average or even superior intelligence, they typically have uneven cognitive or behavioural functioning. Because of their handicap, they may appear restless and jittery, interrupt constantly, and have difficulty writing, listening, remembering a set of instructions, or maintaining eye contact.

At a time when other disability groups are preoccupied with issues like 'integration' or 'delabelling', many people with learning disabilities remain second or third class citizens whose needs are unrecognized by service delivery networks.

The concept of disability itself is, in large part, a 'social construction'. Because disabilities are protected under the 'human rights' umbrella, people with those disabilities that society has accepted, gradually gain access to a range of services and programs. People with learning disabilities are not so fortunate, despite the fact their disability is recognized in the Ontario Human Rights Code.

The Learning Disabilities Association of Ontario (LDAO), which is the provincial advocacy and service organization for this population, has repeatedly raised concerns about lack of equity faced by their consumer members. In October 1988, at the LDAO Annual General Meeting, the following motion was passed unanimously:

'That the membership approve in principle the establishment of a Provincial Task Force on Learning Disabilities with a mandate to review all significant issues relating to this population, including the status of the learning disabled adult in Ontario.'

In December of 1988, a brief was presented to the Chair of the Cabinet Committee on Social Policy, CCSP. As a result, a sub-committee of the CCSP was established under the leadership of the Minister of Education. This sub-committee met on May 4, 1989, with representatives of the LDAO, the Minister of Community and Social Services, the Minister for Disabled Persons, and representatives from the Ministries of Health and Colleges & Universities.

The Task Force, renamed the Interministerial Working Group on Learning Disabilities (WGLD), was formed in 1990 under the leadership of the Office for Disability Issues and expanded to include representatives of the ministries of Correctional Services and Skills Development. LDAO was represented in an ex-officio capacity.

The members of the Working Group on Learning Disabilities (WGLD) approached their task from the basic assumption that learning disabilities do exist and that concerted action is needed to ensure the availability of appropriate services and consistency with the intent of the Ontario Human Rights Code.

The LDAO urged that the WGLD review government policies, programs in an effort to identify exclusionary policies and practices as well as gaps in services and funding. The LDAO also recommended that the task force refrain from trying to develop its own definition of learning disabilities and that school-based educational services for children with learning disabilities not be a focus for discussion. The rationale for these recommendations was, as follows.

1. The America Interagency Committee on Learning Disabilities, which reported to the U.S. Congress in 1987, was unable to develop a satisfactory definition of learning disability, although it spent most of its time on this activity.

2. The Ontario Ministry of Education is in the process of reviewing special education terminology, including the definition of learning disabilities.

3. While there is certainly room for improvement in the delivery of educational services to children with learning disabilities, 1980 amendments to the Education Act, have resulted in more equitable access and the right to an appropriate education.

The WGLD incorporated these recommendations into its interpretation of the terms of reference (See appendix).

DISCUSSION OF ISSUES

MR. EMPLOYER, I'LL TELL YOU WHY YOU DIDN'T HIRE ME

by
Lucie Milne

"You never watched me work. In fact, you have never even seen me. The nearest that you ever came to knowing about me was a glance at my application form. I say a glance, because you couldn't read it, not much of it anyway. My writing isn't so hot, and I can't spell at all. You see, I'm a learning disabled person for whom time ran out."

"School was bad news for me - all the way. I just couldn't seem to learn in the way that the other kids did. I had a hard time learning to read and I kept getting my letters mixed up when it came to spelling. There wasn't any special help for kids like me. I got more and more behind. I felt as if I were always running for a train. Every time I thought I would catch hold of the handrail, the train would pick up speed. And finally, I couldn't run any more and the train was gone. I became a school dropout. In school nowadays, they help all the kids who are like me in special ways. But the time for such help, for me, has passed by."

"I would sure like to work in your company. I'm good with my hands. I had really good marks in the shops I took in high school before I left. I like the feel of tools, and I would work hard too. But you will never know that, because the nearest you came to knowing about me was that piece of paper that passed over the desk and into the wastepaper basket."

I'm back on the pavement, walking - looking for a sign "HELP WANTED"! Yeah, I sure could use some help."

• • •

The Working Group found that inequity is the current reality for people with learning disabilities and those who advocate on their behalf.

Systemic discrimination against those with learning disabilities is largely the result of misunderstanding and scepticism. In practical terms, this inequity results in;

- lack of access to appropriate assessment services for adults;
- lack of focussed programming, especially in the areas of vocational training, employment and support;
- lack of access to benefits;
- lack of access to family support services such as respite care and Special Services in the Home; and
- the inability of the LDAO to secure access to funds for service delivery and advocacy.

RECOMMENDATIONS

The WGLD formulated the following recommendations after reviewing the results of its consultations with interested public and expert groups (Appendix III), summaries of government programs (Appendix I) and select background documents (Appendix II).

The recommendations fall into two categories: those areas thought to be strategic initiatives, ar those which relate to specific ministries.

Recommendation 1

Strategic Initiatives

The WGLD proposes that ministries develop appropriate, concrete action plans and timetables.

Equity

That, in Government legislation, regulations, policies and programs referenci persons with disabilities, consideration be given to referencing "learning disabilities" as a distinct category of disability.

Reference is made to the following ministries, in particular:

- **Education**
- **Colleges and Universities**
- **Health**
- **Correctional Services**
- **Community and Social Services**
- **Skills Development**
- **Labour**
- **Tourism and Recreation**
- **Industry, Trade and Technology**
- **Ministry of Citizenship, Office for Disability Issues**
- **Attorney General**
- **Housing; and**

that, as part of its review to assess compatibility and compliance with the Charter of Rights and Freedom and the Ontario Human Rights Code, the Government

- **review all legislation, regulations, policies, and programs determine where references are made to persons with disabilities, in general;**
- **determine whether or not such legislation, regulations, policies, and programs are explicitly or implicitly exclusionary to persons with learning disabilities and/or limit access due to accommodation inequities;**
- **where no exclusionary elements are noted, indicate how persons with learning disabilities are accommodated;**
- **identify changes required to provide equity for persons wi learning disabilities;**

- develop an action plan to address the exclusionary issues; and,

- that the Learning Disabilities Association of Ontario be recognized as an expert source of training and sensitization, and that consideration be given to purchasing training services from them in this regard.

The WGLD also makes the following recommendations with respect to specific issues as they relate to one or more ministries:

Recommendation 2

Ministry of Education/Correctional Services

(a) That those who develop and deliver literacy programs be required to receive appropriate training about learning disabilities.

(b) That social skills training for persons with learning disabilities be provided.

Recommendation 3

Ministry of Education/Skills Development/Correctional Services/Colleges and Universities

That a committee, led by the Ministry of Education, be formed to facilitate an agreement regarding the portability of assessments:

(a) That any ministry or government agency which requires a formal assessment of the individual who wishes to access its services, pay for the cost of that assessment.

(b) That appropriate mechanisms for sharing the results of assessments with other government funded programs or services be developed, but that such information only be shared or transferred with the permission of the assessed individual, in accordance with the Freedom of Information and Protection of Privacy Act (FIPPA).

(c) To ensure that psychological assessments for learning disabilities be conducted by duly qualified professionals, and that the results, together with any recommendations, be communicated in a way that can be clearly understood by both the client and the receiver.

Recommendation 4

Ministry of Colleges and Universities

That post-secondary facilities and service providers should be encouraged to;

(a) provide specialized English courses for persons with learning disabilities who require them; and

(b) develop and implement policies that accommodate the needs of students wi learning disabilities.

Recommendation 5

Ministry of Colleges and Universities

That all community colleges and universities, which have not already done so be encouraged to establish special needs advisory committees.

Recommendation 6

Ministry of Health

That the Ministry of Health, as part of its periodic review of the Assistive Devices Program, take into consideration the needs of persons with learning disabilities.

Recommendation 7

Ministry of Citizenship

That future Office For Disability Issues public awareness campaigns specifically address learning disabilities.

Recommendation 8

Management Board of Cabinet - Human Resources Secretariat

That information about learning disabilities (which is appropriate to the particular discipline) be used in the training and upgrading of professionals the human service field.

Recommendation 9

Management Board of Cabinet - Human Resources Secretariat

(a) That support staff in front line 'customer service' positions in the public sector programs or services should be trained in being sensitive to persons with learning disabilities.

(b) That public sector employees whose work leads to interaction with persons with learning disabilities should be trained in the needs of learning disabled persons and made aware of the issue.

Recommendation 10

Ministry of Community and Social Services

That people with learning disabilities and their associations be given the same consideration for equal access to funding and services as other persons with disabilities and their organizations.

Hamilton Board of Education,
100 Main Street West,
Hamilton, Ontario
1993 02 09

To the Chairman and Members,
Operations Management Committee,
Hamilton Board of Education

Ladies and Gentlemen:

ELEMENTARY/SECONDARY

I have the honour to present the following recommendations for your approval:

(a) That the following trip requests be approved:

(i) Burkholder Drive, Grades 6-8, Outdoor Education, Camp Arowhon, Algonquin Park, 1993 06 08-11 (Tuesday to Friday)

(ii) C. B. Stirling, Grades 6-7, Outdoor Education, Camp Wanakita, 1993 06 20-23 (Sunday to Wednesday)

(iii) Memorial, Grades 6-8, Downhill Skiing, Horseshoe Valley, Barrie, 1993 02 24 (Wednesday)

(iv) Memorial, Grades 6-8, Cross Country Skiing, Horseshoe Valley, Barrie, 1993 02 24 (Wednesday)

(v) Norwood Park, Grades 7-8, Quebec City, Quebec, 1993 05 18-21 (Tuesday to Friday)

(vi) Thornbrae, Hill Park, Sherwood, Sir Winston Churchill (Vincent Massey), T.R. students, Kingston, 1993 05 17-19 (Monday to Wednesday)

(vii) Westview, Grades 7-8 Gifted, Stratford, 1993 05 13 (Thursday)

(viii) Glendale, Grades 9-OAC, School Band, New Orleans, 1993 04 27-05 01 (Tuesday to Saturday)

(ix) Westdale, Grades 9-OAC, Holiday Valley, N.Y., 1993 02 12, 1993 02 26, 1993 03 26 (Fridays)

(x) Westdale, Grades 9-OAC, Montreal, Quebec, 1993 04 29-05 02 (Thursday to Sunday)

Respectfully submitted,

D. W. Goodridge
Director of Education
and Secretary

cv

URBAN/MUNICIPAL
CA4 ON HBL W26
A35
1993

AGENDA
OPERATIONS MANAGEMENT COMMITTEE
1993 03 09

URBAN MUNICI
MAR 4 1993
GOVERNMENT DOCUMENTS

GENERAL

NEW BUSINESS:

1. Presentation by the Hamilton Council of Home and School Associations regarding education priorities **- Please refer to separate package**
2. Presentation by the Ontario Public School Boards' Association
3. Annual Report of the Environmental Policy **- Pages 1 and 2**
4. Adult and Continuing Education 1992 Annual Report **- Pages 3 to 11** P.4-11 coded separately CA4ON HBL W26 A36E 1992
5. Secondary School Campus Concept/Destreaming - requested by Trustee Orban
6. Report of the Special Education Advisory Committee **- Page 12**

ELEMENTARY/SECONDARY

BUSINESS ARISING OUT OF THE MINUTES:

1. Response from the Officials to the presentations re condom vending machines **- Pages 13 to 45**
2. Report re Westmount 1990 **- Pages 46 to 145**

NEW BUSINESS:

1. Recommendations of the Director of Education **- Page 146**
2. Presentation by Mr. Ray Panavas regarding the Board's admission policy to middle schools **- Pages 147 to 157**
3. Inclusion of Canadian Achievement Tests (C.A.T.S.) testing scores (Reading) on student report cards - requested by Trustee Rodgerson

Area Four Office , Hamilton Board of Education, 50 Millwood Place, Hamilton, Ontario L9A 2M8

1993 03 09

To the Chairman and Members
Operations Management Committee
Hamilton Board of Education

Ladies and Gentlemen:

ANNUAL REPORT OF THE ENVIRONMENTAL POLICY
THE ENVIRONMENT - EVERYBODY'S JOB

A. SYSTEM GOAL

A 10 Per Cent reduction in paper usage was established as the System Goal in the last Environmental Policy Report. The chart below of the 1990 to 1992 levels of paper usage shows that in the past year we have reduced our total level of paper consumption. Across the system, strategies such as using both sides of the paper, reducing white space on the page, using other methods of presenting information in the classroom and in meetings, circulating memos and reports, using our PROFS System and limiting amounts of paper in stock, have been common methods used to achieve this goal. The actual total from 91 to 92 represents a 6 % reduction. However when a further reduction of 8 to 10 percent is applied to the photocopy figure, to allow for using both sides of the paper, the overall reduction is closer to 11 to 13 percent.

SYSTEM RESULTS FOR 1992 PAPER CONSUMPTION (each sheet or meter click on the photocopier)

PAPER TYPE	1990 USAGE	1991 USAGE	1992 USAGE
Bond & Bristol	970,000	879,350	627,050
Construction	950,000	902,850	461,100
Cutting & Drawing	700,000	648,600	711,100
Foolscap & Newsprint	4,065,000	3,647,400	2,079,500
Work & Refills	2,730,000	1,801,560	3,700,050
Tissue & Workbooks	4,370,000	4,290,000	5,574,024
Photocopier	33,874,000	46,014,000	41,454,746
TOTALS	**47,659,000**	**58,183,760**	**54,607,570**

All sites have received an individual report detailing their usage level along with the System Level Usage. The Inter Departmental Workgroup believes that reduction strategies should continue in order to maintain the effect of REDUCE in the three R's.

It should also be noted that while the purchase of recycled paper products has been initiated, expenditures for paper in 1992 did not exceed the 1991 level as was recommended in the 1992 Report. Expenditures in 1991 were $ 636,707 and in 1992 $543,244 (a 15% decrease) . Our Purchasing Department is including recycled products in inventory and price lists.

B. UPDATE ON ACTIVITIES

Paper Recycling has been another major goal for our Policy. The operational plans to provide for the safe storage of fine paper at each site and the pickup of such paper from each site are in place. These plans have been delayed during this past term . The Inter Departmental Work Group and Plant Department staff are in the process of putting this plan into effect over the next few months.

System Awareness of the Environmental Policy and more importantly how our daily practices must change if we are to achieve success in implementing our Policy has been another goal for our Policy. When we last reported, plans for an employee forum were in the early stages. A System Wide Committee with representation from all interest groups has been formed to carry out this forum. While we attempted to meet in

Update on Activities continued

the Fall, it became impossible to continue. This group will be convened as soon as we are able and we hope to be able to conduct the forum in the Fall of 1993.

A number of **Program Initiatives** have continued through our daily Curriculum. Of note is the completion of Enviro House and our continuation in the Greening of Schools Project. As well a number of Schools are taking part in the SEEDS Program and achieving award status. We have just made Trees for Life (Locust, Red Pine & Norwegian spruce seeds with planting boxes) available to our Kindergarten Teachers. Environmental Studies, a Senior Course that integrates content and concepts from several disciplines is being piloted in 8 of our Secondary Schools. Programs at Christie continue to emphasize an Earthkeeper philosophy.

In order to highlight in more detail the projects and programs being developed in our Schools and Classrooms we would like to report to the Development Committee in May as part of our Education Week Initiative. This would include a display of materials and units of study being used in our Schools.

The Inter Departmental Workgroup is aware of the need to concentrate on other consumption levels as part of the Three R's. Over the next year as we complete the Paper Recycling Plans, we would like to focus on topics such as energy consumption, water conservation and wet waste reduction. Discussions are under way with the Plant Department to develop plans to address these operational concerns. It is important to stress though, that while strategies for conservation may be developed through the Plant Department, the ENVIRONMENT IS EVERYBODY'S JOB.

The Inter Departmental Workgroup has reviewed Plans and Procedures of a number of School Boards in order to develop a more detailed **Action Plan.** We are sorting our actions in terms of what we are doing and what we need to do. We would like to circulate this Plan for further input and feedback in order to complete a Hamilton Board of Education Action Plan.

C. RECOMMENDATIONS

1. That paper usage levels continue to be audited in 1993 to insure that reductions continue to be a priority.

2. That for sites which achieve a further reduction of 10 % paper usage in 1993, an equivalent amount of funds be allocated for these sites in the 1994 Budget for use in Environmental Projects.

3. That a Report on activities being carried out in our classrooms be presented to the Development Committee in May 1993.

4. That the draft Action plan be circulated for input and feedback.

Prepared by :	**J. Nichol,**	**Environmental/ Outdoor Education Consultant**
	J. Henry ,	**Coordinator, Science**
	M. Robinson ,	**Purchasing**
	P. Gillie	**Superintendent of Schools**
Submitted by:	**P. Gillie**	**Superintendent Sponsoring the Environment Policy**
Approved by:	**D. Goodridge**	**Director and Secretary**

Briarwood Adult Learning Centre
1842 King Street East
Hamilton, Ontario
1993 03 09

To The Chairperson and Members
Operations Management Committee
Board of Education
Hamilton, Ontario

Ladies and Gentlemen:

RE: Adult and Continuing Education 1992 Annual Report

The attached report outlines the programs under the direction of the Adult and Continuing Education Department and provides an update regarding the overall effectiveness and economic vitality of each program.

Recommendation

That the Adult and Continuing Education 1992 Annual Report be accepted for information only.

Prepared by: R. Leedale, Principal
Adult and Continuing Education

M. Donaldson, Administrative Assistant
Adult and Continuing Education

Submitted by: E. Bond
Superintendent of Program

Approved by: D. Goodridge
Director of Education and Secretary

REPORT OF THE SPECIAL EDUCATION ADVISORY COMMITTEE

Present: Dr. I. Adamson (Chairman), Trustees Bishop and Patenaude, Mesdames Bramberger, Dalziel, Kerr Jaskiewicz, Kappheim, Oommen, Trott and Yanch, Mr. Verticchio and Drs. Marshall, Newberry and Van der Spuy.

Also Present: Trustee Mulholland
J. Sims (Hamilton Secondary School Principals' Council)
A. Mutart (Hamilton Teachers' Federation)

Officials Present: Dr. F. Cooke (Assistant Superintendent of Program)

The Committee recommends:

GENERAL

1. That the Superintendents of Schools be requested to attend all SEAC meetings alternately.

2. That the Transportation Annual Report be received for information.

3. SEAC is deeply disturbed to find that Behavioural Exceptionality (B.E.) and Specific Learning Disability (S.L.D.) students are dramatically over represented as achievers of Basic secondary credits, given their intellectual profiles. SEAC requests that the Board review:

(a) the appropriate role and referral process to vocational secondary schools;

(b) the support provided in secondary schools for B.E. and S.L.D. students; and

(c) the role for a specialized B.E. program (additional) at the secondary school level.

Respectfully submitted,

I. ADAMSON
Chairman

Meeting Room
1993 02 17

To: The Chairman and Members of
The Operations Management Committee
1993 03 09

From: Elizabeth Bond
Superintendent of Program

Re: Report requested from officials on Condom Vending Machines in Secondary Schools, Operations Management Committee, January 1993.

REPORT: Information/Decision.

BACKGROUND

Many communities across North America have been investigating the possibility of increasing adolescents' access to condoms as one strategy in HIV/AIDS (Human Immunodeficiency Virus/Acquired Immunodeficiency Syndrome) prevention. In the recent past some school boards, including those in Vancouver, Toronto and Ottawa have initiated condom availability programs in their schools on a cost recovery basis whereas others have decided not to distribute condoms in the school setting. It should be noted that many other Boards have not as yet addressed this issue.

In November 1992 a student group from Westdale Secondary School (Students Concerned About Sexual Health) presented a proposal to the Operations Management Committee to encourage condom use among sexually active students and to place condom vending machines in both male and female washrooms in Hamilton Board of Education High Schools.

At the January OMC reports were received from the following groups:

- The Hamilton and District Council of Women
- Beginnings
- Canadians for Positive Community Standards
- Students for Positive Sexual Choices.

These groups expressed concerns about the installation of condom dispensing machines in our secondary schools.

Subsequent to these meetings there has been significant input from the community expressing concerns regarding this issue.

ISSUE

To determine the Board's position concerning condom vending machines in secondary schools.

RECOMMENDATIONS

Recommendation 1.

That the concept of teen health clinics be explored by the Coordinator of Physical and Health Education in consultation with the Hamilton-Wentworth Department of Public Health Services, the Hamilton Secondary School Principals' Council and representatives from Secondary School Students' Councils.

Recommendation 2.

That the Coordinator of Physical and Health Education report back to Operations Management Committee by June 1993 on the progress of the above recommendation.

RATIONALE

1) Young people are subjected to a great deal of explicit sexual material through a variety of sources. Many teenagers are sexually active, and therefore have serious health risks. (see **Appendix 1**-Young People Are At Risk).

2) Peer pressure has a major impact on the actions of young people. (see **Appendix 3**, Initiatives, see initiative (iii)).

3) Young people need to receive adequate information about the risks and consequences of their actions that can seriously impair their future health and welfare. (see **Appendix 4**, Summary of Preventative Education Programs..., and **Appendix 3**, Initiatives)

4) All presentations articulated the prevalence of two issues which need to be addressed (educational issues and health issues) by students, parents, teachers and the Public Health Department. (see **Appendix 2**, Prevention Strategies)

5) There is a need to involve the Public Health Department, parents, teachers and students in making recommendations about future directions.

Rationale (cont'd)

6) Teen health clinics allow for the availability of counselling and the provision of a wide variety of health care services especially targeted for adolescents in a setting which is designed for and easily accessible to the adolescent. Clinics, funded by the Ministry of Health and staffed by local Health Units provide an extension to existing school health services.

Teen health clinics currently in operation in Ontario show that approximately 70% of the case load involves family planning and sexuality issues, while the remaining 30% involves other health related issues including: medical, psychological, injury, weight loss, anorexia, bulimia, smoking cessation, sexually transmitted diseases, menstrual difficulties, alcohol and drug problems.

School teen health clinics attract a large percentage of teenagers who are contemplating becoming sexually active or who have just become active. The clinics provide an excellent opportunity to offer abstinence, family planning counselling and prevention education in a safe, confidential and caring environment.

ATTACHMENTS

APPENDICES

		Page
APPENDIX 1	Young People Are At Risk	4
APPENDIX 2	Prevention Strategies	7
APPENDIX 3	Initiatives	8
APPENDIX 4	Summary of Human Sexuality Preventative Education Programs in the Schools of The Board of Education for the City of Hamilton	9

Prepared by: R. H. Chapman
Coordinator, Physical and Health Education

Submitted by: E. G. Bond
Superintendent of Program

Approved by: D.W. Goodridge
Director and Secretary of the Board

Appendix 1 YOUNG PEOPLE ARE AT RISK

Although abstinence is the best method of preventing serious health risks such as teenage pregnancy, sexually transmitted diseases and HIV/AIDS, many teenagers are sexually active.

According to the Canada Youth and AIDS Study (1990), about 31% of boys and 21% of girls in grade 9 are sexually active. By grade 11, 49% of boys and 46% of girls are sexually active. Of the grade 11's who have had sexual intercourse, 59% had two or more sexual partners and approximately 20% had six or more partners.

The Hamilton-Wentworth Department of Public Health Services reports:

- during 1991 there were 8 reported cases of HIV/AIDS in the population 10-19 years and 64 cases in the population over 20 years of age but who may have been infected during their teen years.

- teen pregnancies in Hamilton-Wentworth:
  1976=1202
  1987=651
  1988=661
  1989=673
  1990=619

According to the report "Opportunities for Health: A Report on Youth, November 1992" (Ministry of Health, Ontario)

- the number of AIDS cases among those in their 20's is rising and now exceeds 540 in Ontario. It appears HIV transmission by teenagers is a substantial problem.

- Sexually Transmitted Diseases are a major concern not only because they cause severe short-term illness, but also because they can have long term health consequences. Chlamydia and gonorrhea, if untreated, sometimes lead to pelvic inflammatory disease, a cause of female infertility and tubal pregnancy. Hepatitis B can lead to liver cirrhosis and cancer. AIDS is a deadly disease.

- pregnancy rates for young Ontario women aged 15 to 19 fell by almost one-third between 1975 and 1985. In the past few years the rates have levelled off and may be increasing. About 14,000 pregnancies now occur in this age group each year. Most of these are unplanned.

Appendix 1 (cont'd)

According to the Canada Youth and AIDS Study, youth continue to behave in ways that put them at risk. Many believe that their chances of being infected by HIV/AIDS are low regardless of their personal behaviours. About 50% report being worried about getting HIV/AIDS, but only 15% said this would keep them from having sexual intercourse.

Youth are distressingly uninformed about the serious consequences of undetected STD's other than AIDS, have unrealistic beliefs about their chances of becoming infected and have not been motivated to avoid or change behaviours that could result in infection. About 60 % felt that their chances of catching a STD were low.

According to the report "Opportunities for Health: A Report on Youth, November 1992" (Ministry of Health, Ontario), more than half of sexually active 16 to 24 year-olds say they **never** use condoms as protection from sexually transmitted disease

According to the Youth 1990 Report of the Ontario Ministry of Health, condom use among sexually active adolescents (age 16-19) is reflected as follows:
never has used a condom (37%),
used a condom at least once (7%),
has used a condom a few times (13%),
uses a condom often (13%),
always uses a condom (31%).

Condom users are more likely to use them regularly not just occasionally. Young people who know something about AIDS are most likely to use condoms and use them regularly. The most alarming statistic is that 80% of both sexes believe that sexually active people should carry condoms, even though most may not do so.

The Youth 1990 Report of the Ministry of Health reports that 75% of young people felt comfortable buying condoms. The Canada Youth and Aids Study reports that 37% of Ontario grade 11's were too embarrassed to buy condoms.

Other studies report that teenagers are more likely to use condoms if they think their friends are using them. They allow for spontaneity and they are easy to use. The Youth and AIDS Study suggest that 56% of Ontario grade 11's felt that carrying a condom signifies a willingness to have sex.

Appendix 1 (cont'd)

The Ministry of Health Study reports that young people felt most comfortable buying condoms from drug stores, followed by health clinics, family doctors and friends. School condom machines ranked fifth. The February, 1992 Wellington-Dufferin-Guelph Health Unit Study on the sexual health needs of Wellington County students indicates that:

a) Students preferred to obtain their condoms from drug stores (64.1%), friends (31.4%) and birth control clinics (27.9%). School ranked fifth (19%).

b) Of the 19% that chose the school as their preferred location to obtain condoms, 67.4% indicated that, if they had to choose a location in the school for condoms to be made available, they would choose a washroom dispenser. This indicates that 12% of the student sampling would prefer to obtain condoms through a washroom dispenser.

Appendix 2 PREVENTION STRATEGIES

Dr. Richard Schabas (Chief Medical Officer of Health, Province of Ontario) in **"Opportunities for Health: A Report on Youth, November 1992" (Ministry of Health, Ontario)** makes the following points regarding adolescent sexuality:

(1) Young people require frank, informative and non-judgmental education about sexuality and its consequences. This should be provided to every school student in Ontario.

(2) It is essential to create a social environment that fosters healthy sexuality. We should support young people who decide not to have sex by helping them resist social pressure. At the same time, we should assist young people who choose to become sexually active to do so in a safe and protected manner.

(3) All adults who deal with youth (teachers, physicians, nurses, social workers, coaches, police and so forth) should reinforce adolescent self-esteem, act as role models and be prepared to provide accurate information.

(4) We must ensure continued access to clinical services for contraception and STD treatment... Condoms should be available to young people for birth control and prevention of STD.

Appendix 3 INITIATIVES

The following initiatives will commence.

i) The Coordinator of Physical and Health Education and the Research Department will review curriculum and programs to ensure that they reflect:

- the various philosophical positions of the topics of pregnancy, healthy sexuality and well-being
- the most current research data on pregnancy and sexually transmitted diseases/AIDS
- Ministry of Education and Hamilton Board of Education guidelines.

ii) The Coordinator of Physical and Health Education in collaboration with the Hamilton-Wentworth Department of Public Health Services and the Staff Development Department will establish a teacher in-service program, where necessary, to ensure that abstinence is taught as the best method of preventing AIDS and other Sexually Transmitted Diseases and that a "living skills" approach is used in which students experience such topics as: decision making, assertiveness, response rehearsal, life style choices, self esteem, media awareness, etc.

iii) The Coordinator of Physical and Health Education will investigate the adaptation of the Peer Mentor Project in Drug Education (currently in pilot status) to adolescent sexuality concerns, specifically abstinence as an acceptable lifestyle choice for the adolescent;

iv) Principals will ensure that all current mandatory programs on this topic are being implemented.

APPENDIX "4"

A SUMMARY OF HUMAN SEXUALITY

PREVENTATIVE EDUCATION PROGRAMS

in the schools of

THE BOARD OF EDUCATION

FOR THE CITY OF HAMILTON

GRADES 4 TO 9

FEBRUARY 1993

BEING A FRIEND

Grade Four

Unit Overview

Objectives

Students will:

1. Understand that they have many relationships - family, friends, in school, out of school.
2. Understand the concept of being a friend.
3. Understand that one can have many different kinds of friends.
4. Understand some of the needs met by friends.
5. Understand that the many relationships in which they are involved can change.
6. Be able to utilize decision-making skills to begin to effectively cope with the changes in their relationships.
7. Begin to develop a sense of responsibility towards individuals with whom they have relationships.
8. Begin to develop an appreciation for individuals with whom they have relationships.

Lesson Number	Lesson Focus	Time Required	Student Activities	Pages
1	Developing the understanding that students are involved in many relationships.	45 Minutes	. Completion of a worksheet ("Daily Diary"). . Class brainstorming activity. . Class discussion.	1-3
2	Developing an awareness of reasons for choosing friends.	60 Minutes	. Creating puppets. . Completion of a worksheet ("My Puppet"). . Class discussion. . Small group activity.	4-6

Continued...

Lesson Number	Lesson Focus	Time Required	Student Activities	Page
3	Developing an awareness of qualities appreciated in friends.	30 Minutes	. Small group activity. . Class discussion. . Completion of a worksheet ("True Friends").	7-9
4	Developing an awareness of personal qualities which assist or interfere with participation in positive relationships.	40 Minutes	. Class discussion. . Small group activity. . Completion of a worksheet ("Making and Keeping Friends").	10-13
5	Developing an understanding of various needs met by friendships.	40 Minutes	. Class discussion. . Completion of a worksheet ("My Relationships").	14-18
6	Developing the understanding that relationships can change.	40 Minutes	. Class discussion. . Completion of a worksheet ("What Would You Do?").	19-23
7	Develop the understanding that decisions which individuals make influence their relationships.	30 Minutes	. Small group problem-solving activity. . Class discussion.	24-25
8	Developing an awareness of responsibilities which friends have to each other.	40 Minutes	. Class discussion. . Completion of a worksheet ("Doing My Share"). . Individual reflection.	26-2
9	Extending the awareness of qualities appreciated in friends.	40 Minutes	. Small group activity. . Completion of a worksheet ("Appreciating People"). . Letter writing.	30-34
10	Assessing student growth relative to the unit objectives.	30 Minutes	. Completion of a worksheet ("Relationships").	35-37

Some Suggestions re Student Evaluation

The process of student evaluation measures growth in student knowledge, skills and attitudes as these relate to the specific objectives of this unit.

Grade Five

THE DEVELOPMENT OF ME

Unit Overview

Objectives

Students will:

1. be aware of the birth process.
2. be aware of the female reproductive system.
3. be aware of the male reproductive system.
4. become aware of the reproductive process including fertilization and the role of the sperm and ovum.
5. begin to appreciate that the reproductive process involves responsible, caring individuals.

Lesson Number	Lesson Focus	Time Required	Student Activities	Pages
1	Developing a feeling of comfort with discussions related to human reproduction.	45 Minutes	. Class discussion. . Small group activities.	1-2
2	Developing an awareness that birth is a "family event".	35 Minutes	. Small group activities. . Completion of worksheets "Birth Announcements". . Class discussion.	3-6
3	Developing an awareness of the birth process.	60 Minutes	. Class discussion. . Graphing activity. . Creative writing activity . Completion of a Crossword Puzzle (optional)	7-18
4	Developing an awareness of the female reproductive system.	45 Minutes	. Class discussion. . Completion of a worksheet Female Reproductiv System	19-29
5	Developing an awareness of the male reproductive system.	45 Minutes	. Class discussion. . Completion of a worksheet Male Reproductive System.	30-37
6	Developing an awareness of the reproductive process - including fertilization and the role of the sperm and ovum.	60 Minutes	. Class discussion . Small group activity. . Completion of "creative writing" activities.	38-45
Resource List				46

Grade Six

MATURING AND CHANGING ME

Unit Overview

Objectives

Students will:

1. understand the physical changes associated with female puberty.
2. understand the physical changes associated with male puberty.
3. understand the emotional and social changes that take place during puberty.
4. begin to become more self-aware and self-accepting in terms of their sexuality.
5. begin to accept individuals, regardless of differences.

Lesson Number	Lesson Focus	Time Required	Student Activities	Pages
1	Developing an awareness of the fact that puberty is characterized by a period of rapid growth.	45 Minutes	. Class discussion. . Small group activity. . Completion of a worksheet "My Height and Weight".	1-5
2	Developing an awareness of the physical changes associated with male and female puberty.	90 Minutes (2x45 Min)	. Class discussion. . Small group brainstorming activity. . Viewing of a filmstrip (optional). . Oral reading (optional). . Completion of a worksheet "Physical Changes During Puberty".	6-17
3	Developing an awareness of the social and emotional changes associated with puberty.	45 Minutes	. Class discussion. . Viewing of a film (optional). . Individual reflection. . Small group discussion.	18-21

Continued...

Lesson Number	Lesson Focus	Time Required	Student Activities	Pages
4	Developing the understanding that, although the social and emotional changes associated with puberty can be troublesome, they can be dealt with in a constructive manner.	45 Minutes	. Class discussion. . Small group problem-solving activity. . Completion of a worksheet "Sally", "Ralph and Chuck" and "Shirley".	22-30
5	Developing an awareness of sex-role stereotyping.	50 Minutes	. Class discussion. . Viewing of a film (optional). . Reading of a picture book (optional). . Small group structured role-playing activity.	31-38
6	Developing an appreciation for and acceptance of the individuals.	60 Minutes	. Class discussion. . Completion of a worksheet "We See The World Differently". . Small group activity. . Creation of a "Coat of Arms".	39-42
Terms for Teacher Use				43-44
Resource List				45-47

SOME SUGGESTIONS RE STUDENT EVALUATION

> The process of student evaluation measures growth in student knowledge, skills and attitudes as these relate to the stated specific objectives of this unit.

To achieve this end, a variety of techniques should be used.

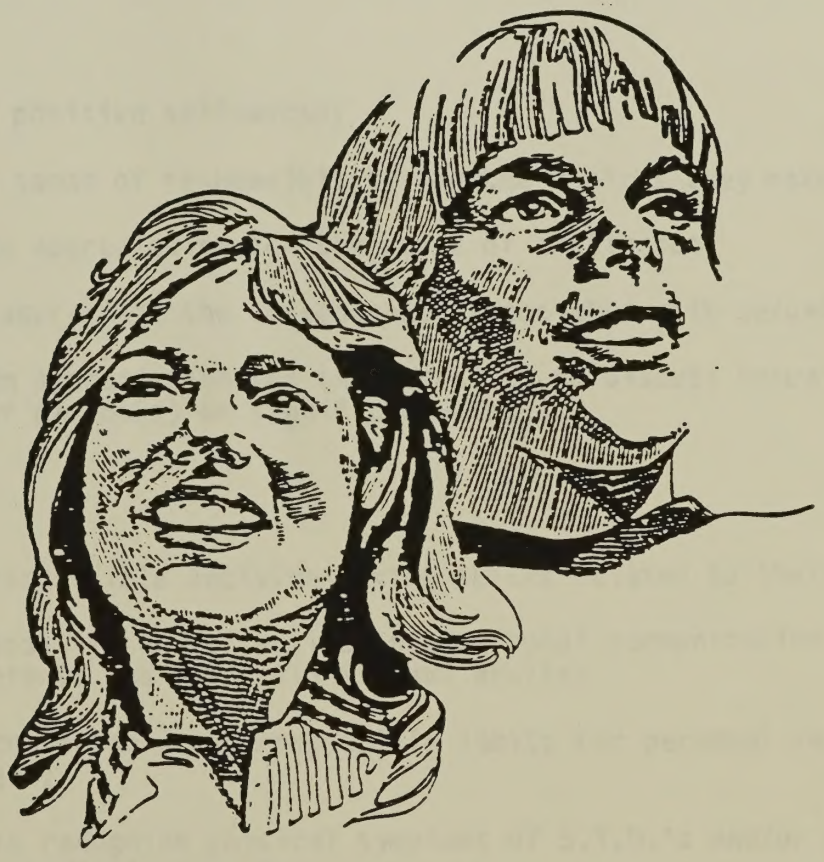
The ideas that follow are samples. You may wish to utilize some of the ideas as they are described, or you might choose to use them as a guide to design your own evaluation items. Student needs and abilities should be considered and self-evaluation should be encouraged.

A. Ongoing evaluation could occur through assessment of:

. student interaction in small group situations,
. student participation in whole class discussions,
. quantity and quality of work produced on pupil worksheets.

REASON, RESPECT, RESPONSIBILITY

HEALTH EDUCATION -- GRADES 7 & 8



THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

REASON, RESPECT, RESPONSIBILITY

Unit Overview

Objectives

Students will:

Attitude:

1. develop a positive self-worth;
2. develop a sense of responsibility for the choices they make;
3. develop an appreciation for the value of abstinence;
4. begin to appreciate the consequences associated with sexual activity;
5. develop an appreciation for the necessity to discuss sexual issues with their parent(s) or significant others.

Skills:

1. develop responsible decision-making skills related to their sexuality;
2. develop positive and effective interpersonal communication skills with peers, parents and other significant adults;
3. develop comfortable and responsible limits for personal sexual involvement;
4. be able to recognize physical symptoms of S.T.D.'s and/or pregnancy requiring medical attention;
5. be able to locate community "helper" agencies or individuals for sexuality issues.

Knowledge:

1. know the choices related to sexual activity including abstinence;
2. know the consequences of choosing to be sexually active;
3. understand the human sexual functions related to their changing body;

Students will:

Knowledge: (continued)

4. understand the stages of physical intimacy;
5. know that disease can spread through sexual activity;
6. know selected sexually transmitted diseases and how they can be prevented;
7. be aware of birth control methods and how they function;
8. know the community agencies and individuals who can assist them with sexuality issues;
9. understand that abstinence from sexual activity is normal and healthy.

Lesson Number	Lesson Focus	Time Required	Student Activities	Pages
1	Introducing the unit by developing a general awareness of the techniques of brainstorming and how decisions are made.	50 minutes	. Small group activities. . Class discussion. . Completion of worksheets: "The Power of Choice" and "Take Action".	2 - 5
2	Developing decision-making and problem-solving skills. Developing an understanding that all decisions have consequences.	2 x 50 minutes	. Small group activities. . Application of decision-making models to worksheet scenarios. . Completion of worksheets: "I Am Nobody" "Decisions! Decisions! "Confused and Used" "Win a Genie" "My Problem-Solving Style" . Class discussion.	7 - 18
3	Review of the male and female reproductive systems.	75 minutes	. Pre-test and post-test on male and female reproductive systems. . Class reads worksheet on menstrual cycle.	20 - 32
4	Developing communication skills with peers, parents and others. Developing an awareness of expression of emotions.	50 minutes	. Class discussion and listening to tape - "Its In a Song". . Complete worksheets: "Emotional Behaviours Can Change" "Sharing Thoughts and Feelings".	34 - 37

Lesson Number	Lesson Focus	Time Required	Student Activities	Pages
5	Developing an understanding of the stages of physical intimacy.	50 minutes	. Class discussion on the stages of physical intimacy. . Complete worksheet: "Controlling Your Sexuality".	38 - 45
6	Developing an understanding of the concept abstinence. Develop skills which can help to set responsible limits for personal sexual involvement.	2 x 50 minutes	. Listen to tape on "Joy of Abstinence". . Small groups discuss how to say NO! . Individual activity Abstinence is O.K. -- the advantages and difficulties. . Complete seatwork - Abstinence Is O.K.	46 - 57
7	Developing the concepts of contraception and conception. Introduction of birth control.	50 minutes	. Class discussion on the meaning of contraception and conception. . Pre-list knowledge related to the above terms.	59 - 65
8	Developing an understanding of birth control methods (pill, condom) and that abstinence is also a method. Showing the condom and pill.	2 x 50 minutes	. Class brainstorm reasons why students do not practice birth control. . Video #10602 - Birth Control - Myths and Methods.	66 - 72
9	Application of decision-making skills to a situation.	50 minutes	. Complete worksheet: "Gail's Dilemma" in small groups.	73 - 75
10	Review of previous lesson. Application of learnings through the administering of pre-test from lesson #7.	50 minutes	. Individually students make a poster or create a slogan related to sexuality. Redo pre-test from lesson #7.	76
11	Developing decision-making skills related to the students' sexuality. Developing an appreciation for the consequences associated with sexual activity.	50 minutes	. Brainstorm poor reasons for having sexual intercourse. . Class discussion on possible risks and associated complications. . Poster related to abstinence.	77 - 81

Lesson Number	Lesson Focus	Time Required	Student Activities	Pages
12	Developing the meaning of communicable and non-communicable diseases.	50 minutes	. Telephone and charades as ice breakers. . Brainstorm ways a disease spreads. . Student Worksheet: "Communicable and Non-Communicable Diseases".	83- 93
13	Developing an understanding of S.T.D.'s and the three main types - gonorrhea, chlamydia, herpes. Developing an awareness of the signs and symptoms and consequences of S.T.D.'s.	50 minutes	. Complete pre-test on S.T.D.'s. . Discussion on signs, symptoms and consequences of S.T.D.'s.	95-118
14	Developing an understanding of the facts associated with A.I.D.S.	50 minutes	. Complete pre-test on A.I.D.S. . View video (i) "AIDS - What Everyone Needs to Know" (ii) "AIDS - Facts or Fallacies". . Small groups work through the fact sheets on AIDS. . Present their findings.	120-136
15	Developing decision-making skills related to AIDS. Developing an appreciation for the necessity to discuss sexual issues with parents.	50 minutes	. In groups of 5, students apply problem-solving skills to situations. . Individually students respond to letters. . Complete parent-student worksheet.	138-145
16	Developing effective interpersonal communication skills with peers. Applying accurate factual information to situations related to AIDS.	2 x 50 minutes	. Groups of 6 apply problem-solving skills to scenarios. . Complete post-test.	147-178
Resource List				179...

HAMILTON BOARD OF EDUCATION

GRADE 9 HEALTH EDUCATION

RESPONSIBLE SEXUAL DECISION-MAKING

THIS UNIT IS TAKEN FROM THE RESOURCE DOCUMENT

"EDUCATION ABOUT AIDS"
Published & Distributed by the Ministry of Education

Part D
Teaching Strategies
Compulsory Credit in Physical and Health Education
1987

THE PREVENTION OF AIDS

Prevention involves accepting personal responsibility for one's health and the obligation to protect others. Anyone infected with HIV must be considered a carrier who may infect others. People who have the virus may infect others even if they do not have any symptoms of the illness. Still, the transmission of HIV can be prevented if individuals are educated to take precautions and if these precautions are taken. As outlined in the previous section, HIV is contracted primarily through sexual intercourse with an infected person or the use of a contaminated intravenous needle.

Sexual abstinence is the most effective means of preventing the spread of AIDS. A monogamous relationship between two people who are not infected with the virus is the most effective means of preventing the spread of the disease for partners who are in permanent relationships.

If abstinence or mutual monogamy is not practised, the correct use of latex condoms with spermicidal foam or a water-based lubricant (see pages 22-23) is the only practical way to check the spread of AIDS. Foam should be used only for vaginal intercourse as it can damage anal tissue. Condoms are designed to act as a barrier to sperm and to prevent contact with semen, blood, or vaginal secretions, which may carry many organisms causing sexually transmitted diseases (e.g., gonorrhea, chlamydia, and syphilis, as well as AIDS). Condoms do not, however, provide a foolproof method of protection against sexually transmitted diseases. Their use during sexual intercourse reduces but does not completely eliminate the risk of infection. The condom should be worn whenever there is a possibility of genital transmission of disease. Some condoms are impregnated with spermicides such as nonoxynol-9, which may be viricidal as well as spermicidal; nonoxynol-9 will probably kill HIV by destroying the outer shell that holds the virus intact.

Regardless of the precautions taken, all sexually active people are advised to refrain from sexual contact with persons whose history and health status are unknown to them. When participating in any sexual activity, individuals who are not involved in a monogamous relationship should consider the use of a condom with foam or a water-based lubricant.

Intravenous drug abusers do not account for a large number of AIDS cases in Canada. However, to protect themselves from HIV infection, intravenous drug abusers should stop using drugs or, if they continue to do so,

should not share other people's needles or syringes. Drug abuse may, however, be part of the lifestyle of some prostitutes, male or female, who may become infected with the virus and transmit it to their customers, who in turn can spread it to other partners. Women who are infected with the virus can transmit the infection to a fetus during pregnancy. Sexual partners of intravenous drug abusers also risk acquiring the infection.

All individuals should refrain from high-risk sexual practices. Those persons with HIV infection, ARC, or AIDS should strive to maintain their health, avoiding additional exposure to HIV. They also have a responsibility to avoid transmitting the virus.

Lack of sanitation, malnutrition, and a vast number of other infections, including other STDs, contribute to a depressed or weakened immune system, making people more vulnerable to AIDS. The abuse of non-medical drugs may impair judgement and may also harm the immune system.

Health-care workers, including those in medical and dental services, who are frequently exposed to blood should take precautions and follow infection-control procedures consistently.

STRATEGY 2: THE LIVING-SKILLS APPROACH

Introduction

The revised physical and health education program will require teachers to integrate living skills (see table 2 in Part B of this kit) with health education content. In this approach, health education content is seen as a way of reinforcing and supporting the development of living skills.

Living skills are personal and interpersonal skills that enable people to use information in order to take charge of their health. Living skills help people to make and act on sound decisions about their health. In the case of AIDS, although the media and the government have bombarded the public with factual information, people must still decide how they will behave in the light of that information.

An opportunity to consider situations carefully is important. Young people need time to unravel the complexities of relationships, to examine the stereotypes and influences they have been exposed to, and to assess their values and beliefs. They must be helped to value themselves sufficiently to care about what happens in the future and to weigh the pros and cons of adolescent risk taking. They must explore and practise the living skills that will enable them to decide what they need to do to take care of themselves and allow them to be assertive and confident enough to take the necessary action.

Values awareness, decision making, and assertiveness have been selected as examples of living skills that might be integrated into the topic of AIDS. These living skills can also be integrated into the case-study approach, which is discussed in the next section.

Values Awareness

The strategies in this section are intended to help young people to focus on responsibility within relationships and to share their opinions with others.

Responsibility is a word that is often used in connection with sexual behaviour. However, responsible sexuality is difficult to define. It appears from the literature that it is much easier to find a definition of irresponsible sexuality.

In Teenage Pregnancy: A Challenge to Do Right by Each Other, B. Stackhouse says: "Responsibility ...

involves caring for one's whole self and other persons in their totality. It involves being liable, answerable, and accountable for one's actions. It is being sensitive, responsible to the core of oneself and others ... caring for others 'as one cares for oneself'."[2] A realistic and responsible view of the human need for sexual intimacy and fulfilment, coupled with a sensitive understanding of human behaviour, should underlie any discussion of the problems associated with AIDS.

Activity: The Meaning of Responsibility

In this activity[3] students work in pairs to discuss a concept - in this case responsibility. The activity should demonstrate to the students that responsibility is a complicated concept and that there are a number of ways of approaching it.

Introduction. Prior to the activity the teacher prepares the questions on "cue cards" and duplicates them for each round of discussion, so that partners can use them in interviewing each other.

Round 1. The class forms into groups of six. Each group chooses a leader and a recorder, and each student selects a partner from his/her group. Each pair then talks for seven minutes, using the following questions as a guide or focus for discussion.

- When you hear the word responsible, what does it mean to you?
- Does it mean being submissive?
- Does it mean that you always have to agree with your partner?
- Does it mean that you would react to situations in keeping with the attitudes and values of your cultural background?
- Does it mean not "rocking the boat"?

---

2. B. Stackhouse, Teenage Pregnancy: A Challenge to Do Right by Each Other (New York: United Church Board of Homeland Ministries, 1980), p. 9.

3. This activity has been adapted from a presentation entitled "On Being Supportive", by Matti Gershenfeld, given at the National Council on Family Relations Annual Conference in Dearborn, Michigan, in November 1986.

- Is it responsible not to worry the partner in a relationship with unpleasant matters?

- Does being responsible mean always holding up someone who is always falling down?

- Does being responsible mean postponing intimate sexual relations till marriage?

Students discuss these questions with their partners for seven minutes. The pairs then break up, and students rejoin their original groups of six to share their comments on the meaning of being responsible. The groups' comments are recorded.

Round 2. Students change partners within their small groups and continue the activity, using the following questions as a guide or focus for discussion:

- Does being responsible mean always doing what the other person wants?

- Does it mean being aggressive, tough, and independent?

- Does it imply that a person is powerfully in control?

- Does it mean having the right to act on the assumption that sexual urges are uncontrollable and that compulsive and coercive sexuality is acceptable?

- Does it mean: "If we love each other, it's O.K."?

- Does it mean having a relationship with little emotional investment?

Students discuss these questions with their partners for seven minutes. The pairs then break up, and students rejoin their original groups to share their comments on the meaning of being responsible. The groups' comments are recorded.

Round 3. Students change partners within their small groups once again and conclude the activity, using the following questions as a guide or focus for discussion:

- Does being responsible mean that you and your partner can discuss an issue, negotiate the outcome, and come to some agreement?

- Does it mean you can say what you think without putting the other person down?

- Does being responsible mean that you can talk about sexual limits with your partner?

- Does it mean being part of a relationship that has meaning for the other person as well as for yourself?

- Does it mean avoiding unwanted pregnancy and not spreading STDs?

- Does it mean being answerable and accountable?

- Does it mean accepting individual preferences? Does it include the right of each person to decide sexual morality for himself/herself?

Students discuss these questions with their partners for seven minutes. The pairs then break up, and students rejoin their original groups to share their comments on the meaning of being responsible. The groups' comments are recorded.

Follow-up discussion. Working within the context of the large group, students discuss the following questions:

- What became clear to you as you went through the process?

- How do you define being responsible?

- How do you define not being responsible?

Summary. Each student shares what he/she has learned from this activity, either in a series of single statements or in a few short paragraphs. The following is a sample summary:

> Being responsible means knowing oneself and what one believes. It means caring about other people, wanting to please them, and trying to be sensitive to their needs. Being responsible in relationships increases the sense of closeness, of being understood by others, and of feeling cared for.
>
> Responsible sexual relationships are voluntary, genuinely pleasurable, and inclined to enhance the personalities of the people involved. There should be respect for oneself and caring for the other person.
>
> The degree of responsibility in sexual behaviour may be influenced by the type of relationship in which the behaviour occurs, the extent of the partners' awareness of effective health practices, and the extent to which they communicate. Access to information and an understanding of how sexuality fits into one's own life are other factors.

Decision making

Introduction

Decision making is an important living skill for young people, who are faced with choices that are often difficult to make and that may have long-ranging consequences. Adolescents are examining their own values and at the same time are trying to deal with pressure from friends. Decision-making activities aim to get young people to look systematically at dilemmas, weigh the options, and learn to take responsibility for the consequences of their actions.

The classroom setting provides students with an objective setting in which to examine hypothetical situations and dilemmas before they arise in real life. The range of choices available in a given situation, the implications of selecting particular options, and the importance of such basic human values as honesty, self-control, and respect in making decisions should be emphasized.

Activities

1. Students should consider the following situations, decide on a course of action for the main character in each case, and defend their decision. As a follow-up activity, students could role-play each situation in two scenes. In the first scene they could analyse the problem and brainstorm solutions and in the second scene consider the consequences of their decisions.

   a) Susan, age fifteen, was treated for chlamydia after she had contracted the disease from Bill. She did not know that Bill had had sexual intercourse with someone else, and she was sure that he did not know that he had the disease. Susan told Bill that she had got chlamydia from him, but he refused to believe it and accused her of giving it to him. What will Susan do? What are her options? What might the consequences of each option be?

   b) Jennifer and Ted have just started a relationship. Jennifer thinks that she might have been exposed to HIV in a past relationship with a bisexual man. What will Jennifer do? What are her options? What might the consequences of each option be?

   c) Betty has a part-time job in a shoe store. She sought medical advice when she experienced some persistent flulike symptoms, and the doctor confirmed that she had ARC. She feels well enough at the present time to continue working. Betty mentions her condition

to her manager because she will need time off for medical reasons. The manager is afraid that Betty will spread the virus and that customers will eventually find out about Betty's illness and will take their business elsewhere. The manager suggests that Betty look for another job. What will Betty do? What are her options? What might the consequences of each option be?

2. This activity, based on "A Love Story", on page 23, will help students to:

- examine how people make decisions;

- examine the attitudes, pressures, and responsibilities involved in decisions about one's sexual behaviour;

- explore alternative ways (other than sexual intercourse) of expressing affection in a relationship.

Sexual feelings and desires are a natural part of development, and it is important that young people accept them and not fear them. They must learn to understand and control their sexual behaviour, and this understanding is important to any discussions related to AIDS and other STDs.

Research supports the idea that the influence of an adolescent's friends on his/her attitudes and behaviour cannot be overestimated. Young people must understand peer pressure and how to cope with it.

A Love Story

Jane and Mark are students in high school; they have been together for about eight months. Jane is in Grade 11 and Mark is in Grade 12.

Jane and Mark have a very special relationship. They spend a lot of time together and really trust each other. They confide many of their secret fears and hopes to each other; they talk about their parents; they talk about what is happening at school. They get support from each other and, in many ways, they have become best friends. Their friendship is very important to both of them.

Jane's parents remind her constantly of the importance of being a "good girl" and have told her many times that they would not know what to do if she got into trouble. But, more important, Jane feels that, even though she loves Mark, she is not ready for an intimate relationship.

Lately, Mark has been talking with some of his friends about sex, and he is hearing that many of his friends have already had sex with their girlfriends. Mark wonders if he is behind for his age and if he is less of a man. He begins to pressure Jane.

As a result, there seems to be an increasing amount of tension in their relationship. They have begun to fight about little things, and they do not seem to talk about the really important things any more.

About a month later, Mark starts to see other girls. Jane feels depressed and lonely; she really misses Mark. She wishes that there was a way to talk to her mother, but she knows that her mother would get upset and not understand her problem. Jane feels lost and does not know what to do.

Jane and Mark continue to spend some time together. One Saturday night, they go to the movies and after the show come back to Jane's house to talk. Jane's parents have gone to a party and will not be back until much later. Jane and Mark are left alone in the house.

a) Working in small groups, students:

- identify the problem in the story;
- list two possible courses of action for Mark and Jane;
- discuss the advantages and disadvantages of each alternative;
- decide on a plan of action;
- write down the problem, the alternatives, and the plan of action to share with the class.

b) Students use the information noted in activity (a) to discuss the following questions in a large- or small-group setting:

- What do you think the conclusion of the incident described in the story was? Why?
- What were the pressures facing Mark and Jane? Were they realistic? Do those kinds of pressures exist here?
- Why do people sometimes have difficulty talking to their girlfriends or boyfriends about sex?
- What do you think can be done to make talking about sex easier?
- What are some of the ways by which people can show caring and affection?
- Can not having sex be a way of showing love? How?
- What is the difference between love and infatuation?
- Did the story seem realistic to you? Why? Why not?
- What did you learn from the discussion?

c) Students relate their understanding of responsible relationships to the study of AIDS and HIV infection.

Assertiveness

Exploring Assertiveness

Assertiveness training involves the practice of a number of interpersonal skills that are intended to allow a person to meet his/her basic needs in life without infringing on the rights of others. The ability to present one's needs, values, and beliefs to others and defend them if challenged is critical for the development of a positive self-image. The feeling of personal control is an important part of assertiveness.

A variety of strategies can be used to help students deal with different aspects of assertiveness. For example, students can:

- explore the meaning of assertiveness and practise making assertive responses through role playing;
- examine their personal relationships by keeping a log or a diary outlining their behaviour in different situations. For each situation students could note whether they behaved non-assertively, aggressively, or assertively, and what the resulting response was.
- develop the component skills of assertiveness by practising the subskills. These include: empathy; active listening; the expression of feelings, especially angry feelings; negotiation; the effective use of body language (posture, eye contact, tone of voice, facial expression).

Activities

1. This activity is intended to help students understand the differences between non-assertive, aggressive, and assertive behaviour.

   A role-playing approach will help students to understand what assertiveness is and will give them practice with its component skills. Role playing increases self-understanding and an understanding of how others feel. It gives students the practice they need in handling situations and, in a controlled setting, tests their resources for facing unanticipated situations.

   For role playing, a classroom climate must be established in which students feel that they are safe, that they can express strong feelings, and that their ideas and feelings will be respected.

The teacher begins by having the group warm up. He/she then selects those students who will play roles and instructs the rest of the class on what to look for in the presentation.

The following situation is then presented to students as an example: Mary has ordered a rare steak; the waiter brings one well done. The teacher takes the role of Mary, and a student plays Tom, the waiter. They role-play the situation three times, demonstrating first a non-assertive, then an aggressive, and finally an assertive approach. After each enactment, the class should explore the feelings of both Mary and Tom and discuss the effect of each type of behaviour on the characters.

2. Students examine some everyday situations from the point of view of non-assertive, aggressive, and assertive ways of behaving, as a lead-in to discussions of situations that involve sexual behaviour and drug taking related to AIDS.

3. a) Students role-play each of the following situations to show non-assertive, aggressive, and assertive responses:

- Sandra and Mike are sixteen-year-old students. They are alone at Mike's house. They are kissing and getting excited but are not feeling quite right about what might happen. The conversation starts like this: "I've made up my mind to wait. I'm not ready to get involved." "Maybe we should talk about this a little more."

- Allen has a friend, Bill, who has developed AIDS. Allen wants to help his friend and to give him support. Susie tells Allen that she will stop being friends with him if he continues to see Bill. Susie refuses to talk with or visit anyone with AIDS.

- Sam believes that it is important to get all the facts about AIDS. He thinks that the media coverage of AIDS is accurate. Arlene thinks that the media tend to exaggerate the issue, and she is tired of hearing daily reports about the seriousness of the problem and the ways to prevent it.

- Laura was always very careful to use a clean needle and syringe when she was "shooting up". She met a new guy, and they were "shooting up" together. She put her needle and syringe to the side; she noticed that he picked it up to use it as well. Laura was getting high but was able to think to herself, "I don't want to use that needle again now that he has used it."

b) Students select one of the above situations and, using the following outline as a guide, examine the behaviours of the people in the situation.

Name: _____

Situation: _____

Attitudes: _____

Behaviours: _____

Dilemmas: _____

Further Comments: _____

1993 03 09

Memo: To the Chairman and Members,
Operation Management Committee,
The Board of Education for the City of Hamilton,
Hamilton, Ontario.

From: N. Nicholls - Superintendent of Schools

Re: Westmount '90 Annual Report

Classification: Information/Decision

BACKGROUND

It is current practice to bring an annual report to the trustees to provide information about the Westmount '90 program.

Originally, the report was scheduled for the fall, 1992. Due to the strike, it was delayed. This year additional information has been included in the report to present a more complete picture of Westmount and to address concerns regarding staffing, costing and student success (BRC, Feb. 1993).

The first 15 appendices show comparative data (A - Q). The following appendices (S - W) show information from several sources that has a direct impact on the Westmount program.

ISSUES

To share information with Trustees concerning the program at Westmount Secondary School.

RECOMMENDATIONS

1 - That the report entitled "Westmount '90 Annual Report" be received.

2 - That the annual report entitled 'Westmount ' 90' be presented at the February 1994 Operations Management Committee meeting.

Encls.

- Comparative budget information shows that the per pupil cost for Westmount is well within the city range and slightly above city average (Appendix A).
- Supply Teacher coverage for September - December, 1992 indicates a below average per teacher requirement for Westmount (Appendix B).
- The ratio of regular teachers to the FTE (full time student equivalent) is slightly higher than composite city average. The ratio of support staff and administration to the FTE is the highest for composite schools (Appendices C + D).
- Identified students are increasingly recognizing the advantage of self-pacing to address their learning needs (Appendix E).
- Admissions to Westmount are slightly higher than city average. More students are choosing the program. (Appendix F).
- Schools Transfers and Retirements indicate favourable comparison with city average (Appendices G + H).
- Changes in Enrolment from 1988 to June 1992 indicate a lower than city average rate of change (Appendix K).
- The Drop-Out Rate is lower than city average (Appendix J).
- Although enrolment projections continue to decline due to the nature of the catchment area, adjustments to boundaries may improve the Grade 9 enrolment (Appendix L).
- Average class enrolment at Westmount is comparable to other composite secondary schools (Appendix M).
- The ratio of students from outside the area is both consistent over 3 years (Appendix M2).
- Credit completion of 1991-92 indicates a composite city average of 5.86 . Westmount compares at a 5.14 completion rate (Appendix N).
- Courses still active at the end of the school year stood at 8% for 1991-92 (Appendix N). This compares to failure rates (Appendix Q).
- Average marks continues to show a much stronger result across the curriculum compared to city average (Appendix P).
- Failure rates are over three times higher in regular programming schools based on area sample (Appendix Q).
- Survey results from parents indicate direction for improvement and satisfaction with changes and adaptations to the program (Appendix R).
- Processes put in place to address parent student and teacher concerns are outlined in the Principals Report (Appendix S).
- Realities and Myths address some essential feature of the program (Appendix T).
- Excerpts from OSIS support many aspects of the program (Appendix V).
- With the onset of Transition Years, the Westmount program is strongly able to incorporate the expected changes (Appendix W).
- Sample units of study are attached (Appendix X).

TABLE OF CONTENTS
APPENDICES

APPENDIX	A	-	BUDGET
	B	-	SUPPLY TEACHER USEAGE
	C	-	STAFFING ALLOCATION - COMPOSITE
	D	-	STAFFING ALLOCATION - VOCATIONAL
	E	-	IDENTIFIED STUDENT ENROLMENT
	F	-	ADMISSION RATES
	G	-	TRANSFERS AND RETIRMENTS
	H	-	TRANSFERS AND RETIREMENTS (YEAR END)
	J	-	DROP-OUT RATE (92 - 93)
	K	-	CHANGES IN ENROLMENT (88 - 92)
	L	-	GRADE 8 ENROLMENT/BOUNDARIES
	M	-	AVERAGE CLASS ENROLMENT
	N	-	CREDIT COMPLETION/'STILL ALIVE" COURSES
	P	-	AVERAGE MARKS AND FAILURES
	Q	-	FAILURE RATES REPORT
	R	-	SURVEY RESULTS FROM PARENTS
	S	-	PRINCIPALS REPORT
	T	-	WESTMOUNT: REALITIES + MYTHS
	V	-	EXCERPTS FROM OSIS
	W	-	EXCERPTS FROM TRANSITION YEARS
	X	-	SAMPLE UNITS OF CURRICULAR STUDY

APPENDIX A

HAMILTON BOARD OF EDUCATION
COMPOSITE AND VOCATIONALSECONDARY SCHOOL

BUDGET

LINE	ACCOUNT	PAGE
Line 3	Travel	N.A.
Line 4	Personnel Training	Through Area Office
Line 5	Bursaries	N.A.
Line 6	Textbooks, Library, Software	Page 2
Line 7	Energy	N.A.
Line 8	Repairs Bldg. & Grounds	Page 2
Line 9	Supplies etc.	Page 2
Line 10/12	New/Replacement Equipment	Through Area Office
Line 11	Debt Charges	N.A.
Line 13	Capital from Current	Page 2
Line 14	Permanent Improvements	Page 2
Line 15	Rentals	Page 2
Line 16	Fees Contractuals	N.A.
Line 17	Tuition Fees	N.A.
Line 18	Working Capital	N.A.
Line 19	Charge Back - Taxes	N.A.
Line 20	Other e.g. Education Week	Through Area Office

 APPENDIX A

SOURCE - SCHOOL BUDGET SUMMARY

Lines 6/9

Includes:	.Texbooks	.Commencement
	.Computer Software	.Field Trips
	.Library Books	.Instructional Supplies
	.Telephone	.General Supplies
	.Repairs to Furniture	.Special Education Supplies
	.Printing	.Library Supplies
	.Postage	.Bus Tickets
	.Bookstore Purchases	.Repairs Drapery
	.Cafeteria supplies	
Not Included:	.Caretaking costs, supplies,	
	.Temporary assistance	
Composite Range	.Per pupil cost	$222.35 - $174.21
	.Average per pupil cost	$196.19
	.Westmount per pupil cost	$206.38
Vocational Range	.Per pupil cost	$681.86 - $554.63
	.Average per pupil cost	$615.17

Lines 8, 13, 14, 15

Composite Range		$ 83,850 - $11,450
	.Westmount	$ 46,100
Vocational Range		$ 38,350 - $ 6,000

Lines 10/12

Budget is assigned to each area on a per capita basis.
Areas re-assign to schools through a collaborative process based on principals identified need.

APPENDIX B

SUPPLY TEACHER USAGE - SEPTEMBER - DECEMBER 1992
AREA 2

TOTAL NUMBER DAYS	- 1118
DAYS USED PER STAFF MEMBER - AVERAGE	.34
WESTMOUNT	.26

APPENDIX C

STAFFING ALLOCATION
COMPOSITE SECONDARY SCHOOLS

Sept. 30, 1992

SCHOOL	I Total Enrol.	II Total FTE Enrol.	III % of Toual Enrol.	IV % of FTE	V Total Reg. Tchrs.	VI % of Total Reg.	VII Different -ial (Column IV-VI)	VIII Other Tchrs. + Staff	IX Total Staff (Column III + VI)	X Additional Resources	XI Ratio Reg. Staff to FTE	XII Ratio other Staff to FTE
Barton	1,341	1,320	10.31	10.31	70.666	10.01	-.30%	12.333	83.000		18.68	107.03
Delta	1,148	1,145	8.83	8.95	68.667	9.73	+.78%	15.000	83.667		16.67	76.33
Glendale	1,136	1,127.75	8.74	8.81	60.000	8.50	-.31%	12.333	72.333		18.79	91.44
Hill Park	1,226	1,210.25	9.43	9.46	68.667	9.73	+.27%	14.333	83.000		17.62	84.44
Scott Park	1,032	1,026	7.94	8.02	58.334	8.27	+.25%	15.666	74.000		17.59	65.49
Sherwood	1,095	1,010.25	8.42	7.89	59.000	8.36	+.47%	13.333	72.333		17.12	75.77
S. A. MacNab	1,334	1,323	10.26	10.34	69.667	9.87	-.47%	13.000	82.667		18.99	101.77
Macdonald	1,450	1,441.75	11.15	11.26	73.667	10.44	-.82%	19.333	93.000		19.51	74.57
S. W. Churchill	969	962.25	7.45	7.52	56.000	7.94	+.42%	12.000	68.000		17.18	80.19
Westdale	1,434	1,399.5	11.03	10.93	71.333	10.11	-.82%	14.333	85.667		19.62	97.64
Westmount	751	749.5	5.78	5.85	43.667	6.18	+.33%	12.000	55.667	Lab Tech. 1.0	17.16	62.58
Phoenix	42	.42	.32	.33	3.000	.43	+.10%	1.0	4.000	Soc. Worker .5		
Lawrence	43	.43	.33	.34	3.000	.43	+.09%	1.0	4.000	Soc. Worker .5		
Total	1,300	12,800.75	99.99%		705.67	100 00 %	+-01%	155.665	861.333		AV 18.09	AV 83.39

NOTE:

1. COLUMN VII - INDICATES DIFFERENCE BETWEEN % OF TOTAL SCHOOL POPULATION AND % OF TEACHING ALLOCATION TO THAT POPULATION.

2. COLUMN VIII - OTHER INCLUDES - PRINCIPAL/VICE PRINCIPAL, PROGRAM LIBRARY, GUIDANCE, CO-OP TEACHERS, GLRT, LRT, ESL, ORTHO, TR, PEER TUTOR

3. COLUMN X - WESTMOUNT HAS A LAB ASSISTANT - HOURLY EMPLOYED PHOENIX/LAWRENCE HAVE A SOCIAL WORKER - CONTRACTED EMPLOYEE

4. NUMBER OF IPRC STUDENTS AS PERCENT OF ENROLMENT IS 2X THE CITY AVERAGE (APPENDIX E). THIS INCREASED THE "PRT" DUE TO THE COLLECTIVE AGREEMENT AND THE SMALLER SCHOOL ENROLMENT.

APPENDIX D

STAFFING ALLOCATION - SEPTEMBER, 1992
VOCATIONAL SECONDARY SCHOOL

	I	II	III	IV	V	VI	VII	VIII	IX
SCHOOL	Total Enrol-ment F.T.E.	% of Enrol-ment	Total Reg. Tchrs.	% of Total Reg. Tchrs.	Differ-ence (Col. 11-IV)	Other Tchrs & Staff	Total Staff	Ratio Reg. Staff to F.T.E.	Ratio Other Staff to F.T.E.
Ainslie Wood	265	25.48	20.33	27.73%	+2.25%	6.33	26.67	13.03	41.84
Caledon	189	18.17	12.33	16.82%	-1.35%	6.17	18.5	15.32	30.68
Crestwood	251	24.13	16.33	22.27%	-1.86%	7.17	23.5	15.37	35.02
Parkview	334	32.12	24.33	33.15%	+1.06%	7.67	32.0	13.73	43.56
TOTAL	1,040	99.90%	73.33	100.00%	-0.1%	27.33	100.67	Average 14.36	Average 37.77

Note:

Column VI Other Includes: Principal, Vice-Principal, Assistant to Principal, Library, Guidance, Co-op Teachers, LRT, ESL

APPENDIX E

IDENTIFIED STUDENT ENROLMENT - SEPTEMBER 30, 1992
COMPOSITE SECONDARY

SCHOOL	ENROLMENT	F.T.E.	I.P.R.C.	% OF ENROLMENT
Barton	1,341	1,320.00	64	4.77
Delta	1,148	1,145.00	157	13.67
Glendale	1,136	1,127.75	48	4.22
Hill Park	1,226	1,210.25	99	8.08
Scott Park	1,032	1,026.00	48	4.65
Sherwood	1,095	1,010.25	89	8.13
Sir Allan MacNab	1,334	1.323.50	76	5.7
Sir J. A. Macdonald	1,450	1,441.75	35	2.41
Sir Winston Churchill	969	962.25	92	9.49
Westdale	1,434	1,399.5	140	9.76
Westmount	752	749.5	124	16.51
				City Average = 7.94

Note:

(1) Identified students require:

.Individual Pupil Plan
.Program Modifications
.Alternate Teaching Strategies
.Additional Resource and Administration Time
.Teacher and Resource staff collaboration

(2) The national drop-out rate for gifted students exceeds 30%. These students often require extensive support staff to begin to realize their potential.

(3) In the current collective agreement, each identified student is counted 2:1 when mainstreamed.

(4) Schools with fewer identified students will have an automatic higher P.T.R.

SECONDARY SCHOOL ADMISSIONS: SEPTEMBER, 1991 TO JUNE, 1992

SCHOOL	ENROLMENT SEP 30,92	ADMISSIONS BY MONTH SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	YEAR TOTAL	OCTOBER TO JUNE	OCT - JUN AS % OF SEP 30
BARTON	1305	448	4	4	9		145	5	3	2	1	621	173	13%
DELTA	1066	415	8	8	2		223	5	5	1	3	670	255	24%
G.P.VANIER	401	125	1	1	5	1	27	5			1	166	41	10%
GLENDALE	1234	401	1	1			97	2	3			505	104	8%
HILL PARK	1189	499	6	6		3	105	3	3	3	1	629	130	11%
SCOTT PARK	1105	593	3	3	3	2	227	4	2			837	244	22%
SHERWOOD	1196	385	3	3	3	3	105	9	7	9		527	142	12%
SIR ALLAN	1313	469	3	3	8		113	5	2	1		604	135	10%
SIR JOHN	1408	599	8	8		1	264	7	2	4	3	896	297	21%
SIR WINSTON	950	321	1	1	7	1	135	1	1			468	147	15%
WESTDALE	1415	563	2	2	3		211	7	1	1		790	227	16%
WESTMOUNT	770	260	3	3		1	122	12	4	2		407	147	19%
ALTER EDs	77	39	16	16	1	9	36	12	17	4		150	111	144%
CITY TOTAL	13429	5117	59	59	41	21	1810	77	50	27	9	7270	2153	16%

SECONDARY SCHOOL TRANSFERS AND RETIREMENTS: OCTOBER, 1991 TO JUNE, 1992

NOTE: Transfers and retirements at the end of the school year are reported separately.

SCHOOL	ENROLMENT SEP 30,92	TRANSFERS AND RETIREMENTS BY MONTH OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	OCTOBER TO JUNE	OCT - JUN AS % OF SEP 30
BARTON	1305	28	12	7	6	87	27	20	14	10	211	16%
DELTA	1066	41	37	21	17	127	47	29	28	15	362	34%
G.P.VANIER	401	14	5	5	5	16	5	3	8	3	64	16%
GLENDALE	1234	74	32	23	7	71	37	21	20	5	290	24%
HILL PARK	1189	23	16	12	7	122	21	19	15	4	239	20%
SCOTT PARK	1105	108	75	19	9	220	65	46	25	8	575	52%
SHERWOOD	1196	32	20	16	9	131	17	11	38	8	282	24%
SIR ALLAN	1313	10	10	9	6	109	22	16	11	2	195	15%
SIR JOHN	1408	47	45	26	12	156	70	53	34	12	455	32%
SIR WINSTON	950	39	16	17	13	98	30	18	21	6	258	27%
WESTDALE	1415	26	42	9	15	156	24	51	21	14	358	25%
WESTMOUNT	770	34	24	6	9	77	19	27	26	1	223	29%
ALTER EDs	77	10	16	13	15	37	15	18	9	18	151	196%
CITY TOTAL	13429	486	350	183	130	1407	399	332	270	106	3663	27%

SECONDARY SCHOOL TRANSFERS AND RETIREMENTS: END OF SCHOOL YEAR

	DATA FOR 1990-91			DATA FOR 1991-92		
	ENROLMENT SEP 30/90	END OF YEAR TR AND RET	PERCENT END OF YEAR	ENROLMENT SEP 30/91	END OF YEAR TR AND RET	PERCENT END OF YEAR
BARTON	1235	285	23%	1305	331	25%
DELTA	1026	318	31%	1066	339	32%
G.P.VANIER	406	90	22%	401	76	19%
GLENDALE	1206	211	17%	1234	232	19%
HILL PARK	1093	269	25%	1189	325	27%
SCOTT PARK	1045	291	28%	1105	350	32%
SHERWOOD	1165	270	23%	1196	344	29%
SIR ALLAN	1301	302	23%	1313	340	26%
SIR JOHN	1360	376	28%	1408	394	28%
SIR WINSTON	954	205	21%	950	213	22%
WESTDALE	1403	398	28%	1415	379	27%
WESTMOUNT	863	291	34%	770	224	29%
ALTER EDs	49	33	67%	77	25	32%
TOTAL	13106	3339	25%	13429	3572	27%

APPENDIX J

COMPOSITE SECONDARY DROP-OUT RATE

Semester 1, 1992 - 93

SCHOOL	% DROP-OUT	NO. OF STUDENTS	CHANGE OF SEMESTER	CHANGE +/- FEB. 11/93
A	12.98	134	+58	-76
B	10.41	151	+107	-44
C	5.02	67	-37	-104
D	9.41	108	-4	-112
E	3.93	43	+32	-11
F	5.37	77	-35	-112
G	4.57	56	-13	-69
H	3.36	45	+17	-28
I	7.04	80	+9	-71
J	9.80	95	+63	-32
Westmount	5.46	41	+8	-33
Average	7.03	Total 897	Drop Outs + Graduates + Re-Entry	

Appendix K

SECONDARY SCHOOL ENROLMENTS AND CHANGES IN ENROLMENTS BY MONTH: 1988-89

	BAR	DELTA	GPV	GLEN	HILL	SCOTT	SHERWD	SAM	SJAM	SWC	WDALE	WMOUNT	ALTER	TOTA
Sep	1197	779	423	1195	1103	845	1140	1292	1249	926	1388	1017	66	1262
Oct	1175	748	415	1170	1080	817	1125	1268	1191	876	1306	992	79	1224
CHANGE	-22	-31	-8	-25	-23	-28	-15	-24	-58	-50	-82	-25	13	-37
% CHANGE	-1.84%	-3.98%	-1.89%	-2.09%	-2.09%	-3.31%	-1.32%	-1.86%	-4.64%	-5.40%	-5.91%	-2.46%	19.70%	-3.0
Nov	1159	725	412	1145	1071	791	1121	1254	1173	853	1284	980	88	1205
CHANGE	-38	-54	-11	-50	-32	-54	-19	-38	-76	-73	-104	-37	22	-56
% CHANGE	-3.17%	-6.93%	-2.60%	-4.18%	-2.90%	-6.39%	-1.67%	-2.94%	-6.08%	-7.88%	-7.49%	-3.64%	33.33%	-4.4
Dec	1156	710	407	1142	1067	785	1114	1247	1138	831	1277	974	84	1193
CHANGE	-41	-69	-16	-53	-36	-60	-26	-45	-111	-95	-111	-43	18	-68
% CHANGE	-3.43%	-8.86%	-3.78%	-4.44%	-3.26%	-7.10%	-2.28%	-3.48%	-8.89%	-10.26%	-8.00%	-4.23%	27.27%	-5.4
Jan	1147	706	406	1137	1058	842	1107	1245	1131	823	1265	967	79	1191
CHANGE	-50	-73	-17	-58	-45	-3	-33	-47	-118	-103	-123	-50	13	-70
% CHANGE	-4.18%	-9.37%	-4.02%	-4.85%	-4.08%	-0.36%	-2.89%	-3.64%	-9.45%	-11.12%	-8.86%	-4.92%	19.70%	-5.6
Feb	1121	761	403	1142	1063	927	1067	1184	1205	856	1359	969	77	1213
CHANGE	-76	-18	-20	-53	-40	82	-73	-108	-44	-70	-29	-48	11	-48
% CHANGE	-6.35%	-2.31%	-4.73%	-4.44%	-3.63%	9.70%	-6.40%	-8.36%	-3.52%	-7.56%	-2.09%	-4.72%	16.67%	-3.8
Mar	1109	743	396	1128	1043	889	1058	1176	1185	816	1328	961	81	1191
CHANGE	-88	-36	-27	-67	-60	44	-82	-116	-64	-110	-60	-56	15	-70
% CHANGE	-7.35%	-4.62%	-6.38%	-5.61%	-5.44%	5.21%	-7.19%	-8.98%	-5.12%	-11.88%	-4.32%	-5.51%	22.73%	-5.6
Apr	1091	731	396	1109	1021	859	1035	1165	1157	797	1308	937	76	1166
CHANGE	-106	-48	-27	-86	-82	14	-105	-127	-92	-129	-80	-80	10	-93
% CHANGE	-8.86%	-6.16%	-6.38%	-7.20%	-7.42%	1.66%	-9.21%	-9.83%	-7.37%	-13.93%	-5.76%	-7.87%	15.15%	-7.4
May	1074	716	396	1105	1006	839	1027	1166	1131	775	1277	921	68	1150
CHANGE	-123	-63	-27	-90	-97	-6	-113	-126	-118	-151	-111	-96	2	-111
% CHANGE	-10.28%	-8.09%	-6.38%	-7.53%	-8.79%	-0.71%	-9.91%	-9.75%	-9.45%	-16.31%	-8.00%	-9.44%	3.03%	-8.8
Jun	1071	712	392	1105	993	834	1024	1147	1118	757	1277	920	62	1141
CHANGE	-126	-67	-31	-90	-110	-11	-116	-145	-131	-169	-111	-97	-4	-120
% CHANGE	-10.53%	-8.60%	-7.33%	-7.53%	-9.97%	-1.30%	-10.18%	-11.22%	-10.49%	-18.25%	-8.00%	-9.54%	-6.06%	-9.5

NOTES

(1) "CHANGE" and "% CHANGE" are based on September, 1988.

Research Services Department
Hamilton Board of Education
August 12, 1991

Appendix K

SECONDARY SCHOOL ENROLMENTS AND CHANGES IN ENROLMENTS BY MONTH: 1989-90

	BAR	DELTA	GPV	GLEN	HILL	SCOTT	SHERWD	SAM	SJAM	SWC	WDALE	WMOUNT	ALTER	T
Sep	1209	781	411	1256	1064	923	1173	1299	1267	907	1428	982	54	1
Oct	1168	761	407	1202	1044	881	1159	1279	1210	865	1350	956	72	1
CHANGE	-41	-20	-4	-54	-20	-42	-14	-20	-57	-42	-78	-26	18	
% CHANGE	-3.39%	-2.56%	-0.97%	-4.30%	-1.88%	-4.55%	-1.19%	-1.54%	-4.50%	-4.63%	-5.46%	-2.65%	33.33%	-
Nov	1136	750	401	1182	1031	847	1136	1268	1180	840	1324	934	83	1
CHANGE	-73	-31	-10	-74	-33	-76	-37	-31	-87	-67	-104	-48	29	
% CHANGE	-6.04%	-3.97%	-2.43%	-5.89%	-3.10%	-8.23%	-3.15%	-2.39%	-6.87%	-7.39%	-7.28%	-4.89%	53.70%	-
Dec	1123	745	400	1167	1017	853	1123	1261	1174	829	1314	922	86	1
CHANGE	-86	-36	-11	-89	-47	-70	-50	-38	-93	-78	-114	-60	32	
% CHANGE	-7.11%	-4.61%	-2.68%	-7.09%	-4.42%	-7.58%	-4.26%	-2.93%	-7.34%	-8.60%	-7.98%	-6.11%	59.26%	-
Jan	1107	732	401	1162	1010	839	1114	1257	1164	814	1308	900	80	1
CHANGE	-102	-49	-10	-94	-54	-84	-59	-42	-103	-93	-120	-82	26	
% CHANGE	-8.44%	-6.27%	-2.43%	-7.48%	-5.08%	-9.10%	-5.03%	-3.23%	-8.13%	-10.25%	-8.40%	-8.35%	48.15%	-
Feb	1132	785	389	1118	998	922	1122	1238	1269	867	1319	907	73	1
CHANGE	-77	4	-22	-138	-66	-1	-51	-61	2	-40	-109	-75	19	
% CHANGE	-6.37%	0.51%	-5.35%	-10.99%	-6.20%	-0.11%	-4.35%	-4.70%	0.16%	-4.41%	-7.63%	-7.64%	35.19%	
Mar	1095	771	389	1113	988	890	1114	1220	1254	846	1297	877	81	1
CHANGE	-114	-10	-22	-143	-76	-33	-59	-79	-13	-61	-131	-105	27	
% CHANGE	-9.43%	-1.28%	-5.35%	-11.39%	-7.14%	-3.58%	-5.03%	-6.08%	-1.03%	-6.72%	-9.17%	-10.69%	50.00%	-
Apr	1081	755	386	1095	974	852	1099	1208	1210	826	1268	873	82	1
CHANGE	-128	-26	-25	-161	-90	-71	-74	-91	-57	-81	-160	-109	28	-
% CHANGE	-10.59%	-3.33%	-6.08%	-12.82%	-8.46%	-7.69%	-6.31%	-7.01%	-4.50%	-8.93%	-11.20%	-11.10%	51.85%	-
May	1067	732	380	1081	971	829	1084	1191	1194	798	1246	871	62	1
CHANGE	-142	-49	-31	-175	-93	-94	-89	-108	-73	-109	-182	-111	8	-
% CHANGE	-11.75%	-6.27%	-7.54%	-13.93%	-8.74%	-10.18%	-7.59%	-8.31%	-5.76%	-12.02%	-12.75%	-11.30%	14.81%	-
Jun	1063	723	380	1076	966	827	1084	1189	1176	790	1243	870	52	1
CHANGE	-146	-58	-31	-180	-98	-96	-89	-110	-91	-117	-185	-112	-2	-
% CHANGE	-12.08%	-7.43%	-7.54%	-14.33%	-9.21%	-10.40%	-7.59%	-8.47%	-7.18%	-12.90%	-12.96%	-11.41%	-3.70%	-1

NOTES

(1) "CHANGE" and "% CHANGE" are based on September, 1989.

Research Services Department
Hamilton Board of Education
August 12, 1991

Appendix K

SECONDARY SCHOOL ENROLMENTS AND CHANGES IN ENROLMENTS BY MONTH: 1990-91

	BAR	DELTA	GPV	GLEN	HILL	SCOTT	SHERWD	SAM	SJAM	SWC	WDALE	WMOUNT	ALTER	TOTAL
Sep	1235	1026	406	1206	1093	1045	1165	1301	1360	954	1403	863	49	13106
Oct	1204	995	403	1174	1069	960	1146	1278	1296	912	1352	858	70	12717
CHANGE	-31	-31	-3	-32	-24	-85	-19	-23	-64	-42	-51	-5	21	-389
% CHANGE	-2.51%	-3.02%	-0.74%	-2.65%	-2.20%	-8.13%	-1.63%	-1.77%	-4.71%	-4.40%	-3.64%	-0.58%	42.86%	-2.97
Nov	1187	963	405	1125	1047	923	1119	1254	1265	884	1321	847	75	12415
CHANGE	-48	-63	-1	-81	-46	-122	-46	-47	-95	-70	-82	-16	26	-691
% CHANGE	-3.89%	-6.14%	-0.25%	-6.72%	-4.21%	-11.67%	-3.95%	-3.61%	-6.99%	-7.34%	-5.84%	-1.85%	53.06%	-5.27
Dec	1180	951	399	1107	1041	909	1103	1245	1237	878	1305	842	102	12299
CHANGE	-55	-75	-7	-99	-52	-136	-62	-56	-123	-76	-98	-21	53	-807
% CHANGE	-4.45%	-7.31%	-1.72%	-8.21%	-4.76%	-13.01%	-5.32%	-4.30%	-9.04%	-7.97%	-6.99%	-2.43%	108.16%	-6.16
Jan	1179	937	397	1101	1031	898	1101	1239	1219	860	1284	830	79	12155
CHANGE	-56	-89	-9	-105	-62	-147	-64	-62	-141	-94	-119	-33	30	-951
% CHANGE	-4.53%	-8.67%	-2.22%	-8.71%	-5.67%	-14.07%	-5.49%	-4.77%	-10.37%	-9.85%	-8.48%	-3.82%	61.22%	-7.26
Feb	1188	972	393	1097	1027	961	1103	1223	1346	899	1351	849	66	12475
CHANGE	-47	-54	-13	-109	-66	-84	-62	-78	-14	-55	-52	-14	17	-631
% CHANGE	-3.81%	-5.26%	-3.20%	-9.04%	-6.04%	-8.04%	-5.32%	-6.00%	-1.03%	-5.77%	-3.71%	-1.62%	34.69%	-4.81
Mar	1177	955	387	1089	1011	936	1094	1200	1308	864	1320	839	77	12257
CHANGE	-58	-71	-19	-117	-82	-109	-71	-101	-52	-90	-83	-24	28	-849
% CHANGE	-4.70%	-6.92%	-4.68%	-9.70%	-7.50%	-10.43%	-6.09%	-7.76%	-3.82%	-9.43%	-5.92%	-2.78%	57.14%	-6.48
Apr	1163	930	382	1072	1029	905	1092	1186	1265	857	1303	825	89	12098
CHANGE	-72	-96	-24	-134	-64	-140	-73	-115	-95	-97	-100	-38	40	-1008
% CHANGE	-5.83%	-9.36%	-5.91%	-11.11%	-5.86%	-13.40%	-6.27%	-8.84%	-6.99%	-10.17%	-7.13%	-4.40%	81.63%	-7.69
May	1152	914	379	1059	996	894	1070	1170	1237	803	1272	809	81	11836
CHANGE	-83	-112	-27	-147	-97	-151	-95	-131	-123	-151	-131	-54	32	-1270
% CHANGE	-6.72%	-10.92%	-6.65%	-12.19%	-8.87%	-14.45%	-8.15%	-10.07%	-9.04%	-15.83%	-9.34%	-6.26%	65.31%	-9.69
Jun	1148	908	372	1056	992	891	1068	1165	1220	795	1268	802	65	11750
CHANGE	-87	-118	-34	-150	-101	-154	-97	-136	-140	-159	-135	-61	16	-1356
% CHANGE	-7.04%	-11.50%	-8.37%	-12.44%	-9.24%	-14.74%	-8.33%	-10.45%	-10.29%	-16.67%	-9.62%	-7.07%	32.65%	-10.35

NOTES

(1) "CHANGE" and "% CHANGE" are based on September, 1990.

Research Services Department
Hamilton Board of Education
July 26, 1991

SECONDARY SCHOOL ENROLMENTS AND CHANGES IN ENROLMENTS BY MONTH: 1991-92

	BAR	DELTA	GPV	GLEN	HILL	SCOTT	SHERWD	SAM	SJAM	SWC	WDALE	WMOUNT	ALTER	TOTA
Sep	1305	1066	401	1234	1189	1105	1196	1313	1408	950	1415	770	77	1342
Oct	1282	1034	390	1166	1172	1034	1174	1308	1373	915	1399	747	93	1308
CHANGE	-23	-32	-11	-68	-17	-71	-22	-5	-35	-35	-16	-23	16	-34
% CHANGE	-1.76%	-3.00%	-2.74%	-5.51%	-1.43%	-6.43%	-1.84%	-0.38%	-2.49%	-3.68%	-1.13%	-2.99%	20.78%	-2.5
Nov	1274	1003	387	1135	1161	983	1158	1298	1334	900	1363	726	93	1281
CHANGE	-31	-63	-14	-99	-28	-122	-38	-15	-74	-50	-52	-44	16	-61
% CHANGE	-2.38%	-5.91%	-3.49%	-8.02%	-2.35%	-11.04%	-3.18%	-1.14%	-5.26%	-5.26%	-3.67%	-5.71%	20.78%	-4.5
Dec	1269	989	382	1111	1153	984	1151	1289	1315	886	1356	721	104	1271
CHANGE	-36	-77	-19	-123	-36	-121	-45	-24	-93	-64	-59	-49	27	-71
% CHANGE	-2.76%	-7.22%	-4.74%	-9.97%	-3.03%	-10.95%	-3.76%	-1.83%	-6.61%	-6.74%	-4.17%	-6.36%	35.06%	-5.3
Jan	1262	972	379	1104	1149	967	1146	1282	1306	870	1341	714	96	1258
CHANGE	-43	-94	-22	-130	-40	-138	-50	-31	-102	-80	-74	-56	19	-84
% CHANGE	-3.30%	-8.82%	-5.49%	-10.53%	-3.36%	-12.49%	-4.18%	-2.36%	-7.24%	-8.42%	-5.23%	-7.27%	24.68%	-6.2
Feb	1317	1066	388	1128	1144	978	1122	1284	1413	903	1395	759	86	129
CHANGE	12	0	-13	-106	-45	-127	-74	-29	5	-47	-20	-11	9	
% CHANGE	0.92%	0.00%	-3.24%	-8.59%	-3.78%	-11.49%	-6.19%	-2.21%	0.36%	-4.95%	-1.41%	-1.43%	11.69%	-3.3
Mar	1296	1025	389	1093	1127	950	1116	1267	1352	874	1379	752	89	1270
CHANGE	-9	-41	-12	-141	-62	-155	-80	-46	-56	-76	-36	-18	12	-72
% CHANGE	-0.69%	-3.85%	-2.99%	-11.43%	-5.21%	-14.03%	-6.69%	-3.50%	-3.98%	-8.00%	-2.54%	-2.34%	15.58%	-5.3
Apr	1279	1003	385	1076	1112	915	1112	1251	1303	859	1329	729	90	1244
CHANGE	-26	-63	-16	-158	-77	-190	-84	-62	-105	-91	-86	-41	13	-98
% CHANGE	-1.99%	-5.91%	-3.99%	-12.80%	-6.48%	-17.19%	-7.02%	-4.72%	-7.46%	-9.58%	-6.08%	-5.32%	16.88%	-7.3
May	1265	978	377	1056	1100	891	1077	1241	1273	837	1307	709	85	1219
CHANGE	-40	-88	-24	-178	-89	-214	-119	-72	-135	-113	-108	-61	8	-123
% CHANGE	-3.07%	-8.26%	-5.99%	-14.42%	-7.49%	-19.37%	-9.95%	-5.48%	-9.59%	-11.89%	-7.63%	-7.92%	10.39%	-9.1
Jun	1255	965	374	1053	1099	887	1069	1238	1264	832	1290	709	70	1210
CHANGE	-50	-101	-27	-181	-90	-218	-127	-75	-144	-118	-125	-61	-7	-132
% CHANGE	-3.83%	-9.47%	-6.73%	-14.67%	-7.57%	-19.73%	-10.62%	-5.71%	-10.23%	-12.42%	-8.83%	-7.92%	-9.09%	-9.8

NOTE
"CHANGE" and "% CHANGE" are based on September, 1992

file B:SECSCH91

Research Services Department
Hamilton Board of Education
January 11, 1993

APPENDIX L

ENROLMENT

GRADE 8

September 30, 1992

Based on Adjusted Boundaries

Westdale	- 196	Sir Allan MacNab	- 207
Sir J. A. MacDonald	- 171	Westmount	- 161
Scott Park	- 178	Hill Park	- 240
Delta	- 206	Barton	- 237
S. W. Churchill	- 149	Sherwood	- 150
Glendale	- 210		

SCHOOL BOUNDARIES

Background

Enrolment projections for Westmount have indicated a steady decline since 1988 (Accommodation Reports) based on student population within the catchment area. As indicated in the Accommodation Report, (1992) large acreages throughout the area do not yield students. Boundary adjustments are projected to yield improved Grade 9 enrolment at both Sherwood and Westmount.

Action Taken

- Grey Areas in Blocks 66, 76, 86, 95 have been created to permit flexibility for school choice.
- Course Selection Booklet has included a section outlining the nature of the program, and its availability for any secondary student.
- Middle Schools in the immediate vicinity will begin this year to present the Westmount program as an option to their Grade 8 students.

APPENDIX M

SR44

COMPOSITE SECONDARY AVERAGE CLASS ENROLMENT SEPTEMBER 30, 1991

1991-1992

SCHOOL	BASIC	GENERAL	ADVANCED	TECHNICAL
A Semester 1	16.5	23.1	25.3	18.5
Semester 2	11	22.2	24.4	15.8
B Semester 1	16.2	23.3	23.4	19.6
Semester 2	18.3	23.2	22.7	16.3
C Semester 1	9	23.6	24.8	18.7
Semester 2	8	22.3	23.2	17.5
D Semester 1	15.3	23.7	24.2	17.6
Semester 2	13	22.7	23.7	16
E Semester 1	14	22.5	22.6	18.9
Semester 2	16.9	21.7	22.8	16.4
F Semester 1	16.7	19.3	23.5	17.2
Semester 2	18.3	19.4	24	15.6
G Semester 1		24.1	26.3	18.8
Semester 2		22.4	24.9	15.2
H Semester 1	15.9	24.2	23.7	17.5
Semester 2	10.8	21.9	24.7	15.9
I Semester 1	16.3	23.2	23.4	16.6
Semester 2	12	22.3	24.9	18.7
J Semester 1	14	25	25.8	19
Semester 2	16	23.1	25.8	16.7
K Semester 1	31	23	24	11.4
Semester 2	25	22.9	23.3	10.9

NOTE: Semester II actuals would be different based on:

- **student failure Semester 1**
- **drop-out**
- **student choice to alter their options**

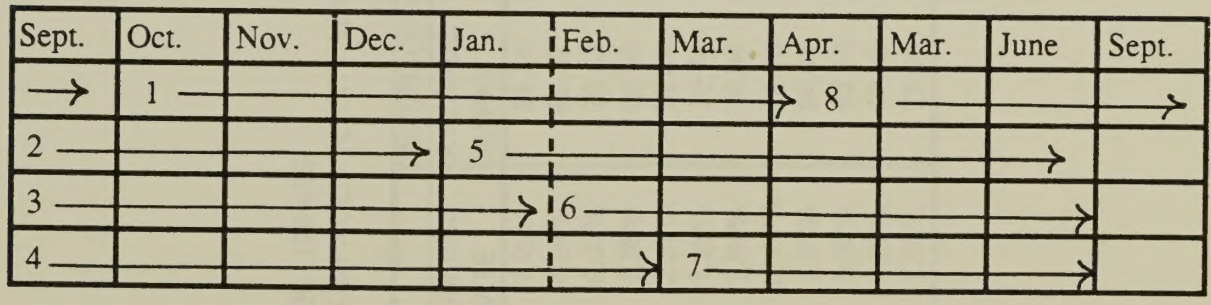
APPENDIX N

CREDIT COMPLETION
1991-1992

Composite	City Average	-	5.86
	Westmount	-	5.14
Vocational	City Average	-	4.66

"STILL ACTIVE" COURSES
(carry over)

SAMPLE STUDENT (8 credits)



January 31 shows student with 3 carry-overs.

- one due to a later start (October)
- one due to an early finish (January)
- one due to a longer time taken (Sept. ---- Feb.)

COURSE ENROLMENT "STILL ACTIVE" AT END OF SCHOOL YEAR

SUBJECT	COURSE FINAL ENROLMENT	STILL ACTIVE	PERCENT STILL ACTIVE
VISUAL ARTS	216	8	4%
BUSINESS EDUCATION	582	48	8%
ENGLISH	830	109	13%
FAMILY STUDIES	81	7	9%
GEOGRAPHY	254	13	5%
HISTORY	263	31	12%
LANGUAGES	271	11	4%
MATHEMATICS	659	74	11%
MUSIC	106	0	0%
PHYSICAL EDUCATION	328	2	1%
SCIENCE	509	26	5%
TECHNICAL	192	10	5%
CITY-WIDE	4291	339	8%

AVERAGE MARKS AND FAILURE RATES: 1991-92
WESTMOUNT SECONDARY SCHOOL COMPARED TO CITY-WIDE AVERAGES

	CITY-WIDE		WESTMOUNT	
SUBJECT	AVERAGE MARKS	FAILURE RATE	AVERAGE MARKS	FAILURE RATE
VISUAL ARTS	69.45	7.29%	81.54	0.00%
BUSINESS	71.45	6.94%	86.37	0.00%
ENGLISH	66.52	8.03%	70.43	1.39%
FAMILY STUDIES	75.14	5.59%	80.66	0.00%
GEOGRAPHY	69.85	2.37%	77.34	1.24%
HISTORY	68.22	7.25%	70.74	0.86%
LANGUAGES	73.35	3.88%	79.94	0.77%
MATHEMATICS	66.14	12.67%	72.09	3.76%
MUSIC	76.38	3.55%	84.01	0.00%
PHYSICAL EDUCATION	74.71	3.83%	85.33	0.00%
SCIENCE	67.49	8.69%	77.09	1.04%
TECHNICAL	68.84	7.20%	77.98	1.65%

APPENDIX Q

COMPOSITE SECONDARY

FAILURE RATES
SEMESTER 1
1991-92
AREA REPORT

SC09
March, 1992

GRADE NUMBER OF CREDITS FAILED BY A STUDENT

GRADE	Credits 1	% of Enrol.	Credits 2	% of Enrol.	Credits 3	% of Enrol.	Credits 4	% of Enrol.
Grade 9								
Average	59.5	8.94	22	3.31	6.5	0.98	3	0.45
Westmount	8.00	3.92	0	0	0	0	0	0
Grade 10								
Average	17.0	3.59	16.5	3.49	5	1.06	2	0.42
Westmount	3	1.89	0	0	0	0	0	0
Grade 11								
Average	47.5	9.13	21	4.04	7	1.35	3	0.58
Westmount	2	1.23	2	1.23	0	0	0	0
Grade 12								
Average	24.5	4.25	11.5	1.99	3	0.52	1	0.17
Westmount	2	1.25	0	0	0	0	0	0
OAC								
Average	20	6.90	8.5	2.93	0	0	0	0
Westmount	2	3.17	0	0	0	0	0	0
Average		6.56		3.15		.78		.32
Westmount		2.29		0.64		0		0

APPENDIX R

SURVEY RESULTS PARENTS

APRIL, 1992

CONTINUE:

- to send good news letters, cards
- to use student planner
- to call parents re- lates, attendance
- to use 2 T Days each week
- to monitor student progress - completed units, tests
- to send home monthly report cards
- with the program
- to review and redefine learning guides
- to send progress reports
- to monitor program and implement positive changes
- with the TA program. It is excellent.
- provide structure for some students
- with the flexibility. Students can go to teachers who best suit them without offence.
- work with TA groups as a group
- to enhance the positive school culture - students are coming in to work

START:

- chart of student progress for the fridge
- parent contact at early sign of a problem
- set deadline for course completion
- if less than 75% completion after 5 months, contact parent
- teachers sign planner when units handed in
- send attendance information with monthly report
- more group time with languages
- use cheaper paper for reports
- send note on report card reminding of parents' night
- early newsletters are "too" early
- provide in-service for staff re TA. role, small group instruction
- if student behind, set targets for completion
- set mid-term deadlines with optional rewrites
- provide opportunities for review classes

PRINCIPAL'S REPORT

I. CHANGES MADE - 1991-1992

As a result of feedback received from parents, students, and staff in the spring of 1991, modifications were made to the program at Westmount.

The main changes were:

1. ADDITIONAL ATTENDANCE CHECK

Students now check in with their TA before the start of afternoon classes. This was a great help in making students more accountable for their afternoon attendance. This has been continued into this year.

2. MONDAY-THURSDAY T-DAYS

On Mondays and Thursdays students follow their regular timetable. These have worked very well. Teachers were able to plan more group work and large group sessions. It was an excellent opportunity for teachers to make contact with each student to assist them in the learning process. These also have continued.

3. GRADE 9 STUDENTS

Grade 9 students are on a Timetabled Day every day until such time as they negotiate to be given the privilege of flex days Tuesday, Wednesday, and Friday. This enabled them to have a much better introduction to the program. It gave them longer to adjust and allowed them to gain flexibility as individuals as they were ready. It is interesting to note that, by December 1, approximately

70% of the Grade 9 students had negotiated flex time. It is also interesting to note that this happened with students at all levels of ability. This has been continued.

4. AMOUNT OF WORK TO BE COVERED

The expectations in our Learning Guides are much more realistic and have created much less stress than before.

As time has progressed, we have also found that Teacher Advisors are performing their duties much more effectively. At the end of the school year 1991-92, we conducted another "stop, start, continue" evaluation with parents, students, and staff. It was concluded that we did not have to make more changes but that we needed to continue to better implement the changes that had already been decided upon.

As we move into the implementation of Transition Years, we feel that the Westmount model will enable us to do this with some ease. This is partially due to the training and experience of the staff over the last 5 years, the skills that have been developed by our students, and the fact that we have already individualized our instruction to a great extent.

II. TEACHER ROLE - (excerpt from Teacher Handbook)

As a member of the teaching staff at Westmount, you will have two distinct roles - Subject Teacher and Teacher Advisor.

1. TEACHER ADVISOR ROLE

You will have approximately 10-20 students who will make up your TA group. As their TA, you will be the person who will monitor these students. (It is essential that each TA monitor students closely because we are accountable to know what is happening with our students. It is impossible to deal with a problem that has not been identified - so, a major role of the TA is to identify problems.)

As a TA, you are also a part of a team. The team consists of you, a guidance counsellor, and an administrator. You will be asked to meet approximately once a month to report to the team on your TA group and to assist in problem-solving. Our parents have told us how important they feel this role is and must be for every student.

2. SUBJECT TEACHER ROLE

You will have students assigned to you for whom you are responsible. Your role as Subject Teacher is as a coach, a facilitator, a learning diagnostician, an evaluator, and a curriculum designer. Teaching at Westmount remains an active (rather than passive) process. Adolescents are in need of our active participation in their learning, as they pass through developmental stages towards independence. We are as responsible for our students' progress as any teacher in any other setting.

As a subject teacher, your time will be spent in one or more of the following ways:

- orienting your students to your course
- coaching, facilitating, and diagnosing students as individual learners or in small groups in the subject resource room
- teaching a course session
- conducting a field trip or community related learning experience
- setting up resources for learning guide activities
- evaluating students - feedback should be as soon as possible
- referring students for attendance and progress concerns.

Remember that, as a Subject Teacher, you have a very important role to encourage, challenge, support and confront. **The students must know that you care!** To assist you in your efforts, administration, Student Services, other department members, and system co-ordinators are available for support. Please use the Referral Form to seek assistance when necessary.

3. TEACHER'S ROLE	***STRATEGIES/OBSERVABLE BEHAVIOUR***
- as subject expert	- frequent discussion in small groups dealing with giving of knowledge or skill. - sitting <u>with</u> student as they work (availability). - reviewing of tests and assignments. - referring students to the skills they are learning in activities. - awareness of location of resources and information for students. - gathering of resources to expand knowledge of students.
- as facilitator of learning	- frequently asking questions that are thought-provoking and reflect a hierarchy of thinking skills. - makes contact with each student at least once per period.
- as motivator of students	- concern for welfare and progress of students. - cheerful, helpful, pleasant approach to the experience of learning. - attempts to transfer the desire for learning to the students. - role model for students in love of learning.

III. MONITORING ROLES (excerpt from Teacher Handbook)

1. TEACHER ADVISOR

- hold TA conferences whenever possible during your assigned 1/2 period

  grade 9 and 10 students - once/2 weeks

  grade 11 and 12 students - once/2-3 weeks

  OAC students - once/month

- document your TA conferences
- send good news postcards home
- concerns re: attendance, progress, etc.

  - check computer tracking sheet for inactivity
  - discuss with student at TA conferences or at check-in or out.
  - (you may want to put concerns/accolades in the planner to the parent)
  - put student on monitoring plan
  - draft a letter to inform parents of your concern and give to Mrs. White who will type and mail, - copies to administration and student file
  - if problems persist - refer to Student Services or Administration where appropriate

- negotiate with those Grade 9 students who are ready to move into a non-T-day type schedule - have them get signature of each of the subject teachers and of parents (do this in the student planner)
- at any time in the year use your assigned 1/2 period during non-T-days to conduct large TA sessions
- from time to time administration, guidance may request a topic to be covered within a week or two time frame. Out of that time frame you may select one

of your 1/2 periods for TA and have your whole group report to complete the assignment.

- attend a TA team meeting 3 times per semester and take with you any reports, records etc. that will facilitate the interview.

2. SUBJECT TEACHER

- refer to TA if there is no progress in 2 weeks
- communicate course expectations - ensure students clearly understand expectations re: evaluation, demand sessions, time guidelines, etc.
- report unexplained absences - T-Days, Grade 9 Classes, Demand Sessions - report names to office of any student whose name is not on morning absence list
- use the Unexplained Absence Form.
- refer student to Student Services if you feel the student is improperly placed in your course.
- refer student to administration if consistently late
- assist students who need more than 6 additional weeks to complete a course to set realistic targets
- unit completions are to be noted on Computer for the bi-weekly reports.
- send course completion forms to Student Services promptly.

3. STUDENT SERVICES

- follow through on referrals from teachers, DARTS, Administration, students themselves, parents, and TA Team Meetings.
- follow-up may include one or more of the following:
    - modification of program
    - referral to administration
    - follow-up interviews

- referral to DART
- contact parent
- placing student on a contract
- other

4. ADMINISTRATION

- follow through on referrals from teachers, parents, students, TA Meetings, Student Services
- follow-up may include one or more of the following:
    - student interview
    - referral to DART
    - parental contact
    - referral to Student Services
    - placing students on a contract
    - informal suspension (therapeutic withdrawal)
    - formal suspension
    - other

5. DEPARTMENT HEADS

- monitor course completion rates
- when on time completion rates fall below 75% review program and curriculum expectations.

6. FIVE STRATEGIES FOR MONITORING

1. 10 reports per year.
2. Normal TA monitoring including check in and outs as well as regular conferencing.
3. Computer Records used by TA to identify students where there is little progress in a course in 2 weeks. This triggers an intensity of monitoring and may lead to parent/guidance or administration involvement.
4. TA Team Meeting three times per semester. If there is no progress in a course for one month, parents will be informed and the problem referred to Student Services and/or administration. A plan of action will be developed.
5. Contract Development will occur when student progress or attendance becomes a more serious concern. The contract will include DEADLINES AND CONSEQUENCES. Parents will be included in this contract if the student is under 18.

7. JUMP STARTING PROCRASTINATORS

Suggested Strategy:

1. Set a plan with the student's input - what has to be completed and a target date for completion of the course.
2. Set a goal for each day - make it reasonable but challenging. This could be put in the planner.
3. Student is to be in your class each day - all period - review goal at beginning of each day.
4. If goal is attained - note in planner. eg. "congratuations goal attained"
5. If goal is not attained, note in planner and expect completion for homework.
6. During period - work separately unless with a peer helper (your choice?) - you check periodically to see if help is needed.
7. Inform parents ahead of time of this plan in order to solicit their help. They should check planner each day for possible homework.

IV. COMMUNICATION WITH THE HOME

There are a variety of ways in which Westmount communicates with the home:

1. PARENTS NIGHTS

There is a parent/teacher interview night once each semester. Beyond this, we have a TA parents night early in September at which time the parents of each Grade 9 student and any student new to the school is invited to meet with the Teacher Advisor of the student.

2. REPORT CARDS

We have 10 report cards each year - 5/semester. Three of the 5 are printed by the computer to indicate unit progress with a comment by the TA (appendix 1). One is an anecdotal report by course in which the student does a self-evaluation and then the teacher gives an evaluation (appendix 2). The last report each semester is the one that is printed at the Board and is used in every school.

3. STUDENT PLANNER

There is a page in our Student Planner (appendix 3) which can be used either by parents or teachers to communicate with each other. Teachers often make comments on the weekly commitment sheets in the planner to the parents as well.

4. GRADE 9 PARENTS MEETINGS

An attempt is made by Administration to call the parents of each Grade 9 student. The parent is invited (about 12 at a time) to the school during the day to meet informally with the administration and to have a tour of the school while it is in session. The purpose of these meetings is to assist parents with their understanding of procedures at Westmount, to clarify any questions they might have, and to make them feel more comfortable about contacting the school.

E. OTHER

Attendance letters are sent home on a regular basis when there are un-explained absences. Teacher Advisors often phone home and contact is often made as a result of a TA Team Meeting - sometimes even good news is reported. There are, of course, the usual phone calls home by administration when there are serious concerns.

APPENDIX 1

Westmount Secondary School
39 Montcalm Drive,
Hamilton, Ontario
L9C 4B1

385-5395

Monthly Progress Report

Student

Teacher Advisor

Date

Course Code

Unit Marks "*" = work completed

Last Unit Mark Entered	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

Teacher Advisor Comments:

T.A. Signature

To the Parent/Guardian: Please complete this section with your comments, sign & return.

T. A. call requested ✓ ☐ Phone #

Copy 1: Student Copy 2: Student Services Copy 3: Teacher Advisor

HBE 3091.90.08

APPENDIX 2

Westmount Secondary School PROGRESS REPORT

TEACHER ADVISOR

SUBJECT | TEACHER | DATE

STUDENT'S ASSESSMENT

OVERALL PERFORMANCE TO DATE: | UNITS COMPLETE

EXCELLENT RESULTS ☐ GOOD PROGRESS ☐ SATISFACTORY PROGRESS ☐ MORE EFFORT NECESSARY ☐

DAY TO DAY WORK AND EFFORT: (individually, in groups, goal setting, time management)

WHICH PARTICULAR LEARNING SKILLS SHOULD YOU WORK ON?

ARE YOU ON TRACK FOR YOU?

TEACHER'S ASSESSMENT

OVERALL PERFORMANCE TO DATE: | % | UNITS COMPLETE | | ABSENCE CONCERNS

TEACHER COMMENTS: | LATENESS CONCERNS

SIGNATURE _____

WE HAVE REVIEWED _____'S REPORT.

PARENT/GUARDIAN COMMENTS-

SIGNATURE _____

PLEASE TEAR OFF AND RETURN TO TEACHER ADVISOR _____

APPENDIX 3

COMMUNICATIONS WITH PARENTS

DATE		SIGNATURE

WESTMOUNT '90
REALITIES AND MYTHS

APPENDIX T

The Westmount Program allows students to:

- take longer to achieve a credit
- complete credits faster
- make decisions, with advisor and teacher assistance, regarding time management
- create an organization to meet goals
- set goals and create a plan for goal achievement
- use the best resources available to achieve learning
- work with those teachers who can best assist that student in the learning process
- use their earned flexibility in a productive way
- where possible, choose from a variety of activities to achieve the expected learning outcomes
- redo a unit if the quality of the work is unsatisfactory to the student or the teacher
- work one-to-one with a teacher when needed
- use small group discussion and study groups for progress
- develop a relationship of mutual trust and respect with teachers

The Westmount Program does not:

- permit students to remain at home
- condone lack of productivity - students are monitored very closely through the use of TA interviews, monthly reports, and a computerized tracking system
- assign marks for attendance
- permit students to remain in the cafeteria other than during unassigned time
- permit card playing in the cafeteria
- allow students to determine their daily schedule if progress is unreasonably slow
- eliminate teaching - students are taught individually, in small groups, and in large groups. Concepts are taught and re-taught until the learning is achieved

The Westmount Program expects from students:

- commitment to work, commitment to learning
- strong literacy skills through the use of learning guides
- high degree of mastery of the curriculum
- strong communication skills
- completion of all units required in a course
- the development of time management skills
- an understanding of the goals to be achieved through each unit of study
- the ability to identify learning problems and seek resources to aid in their solution
- increasing responsibility for increasing independence
- both quantity and quality of output. With educational standards so much in question, maintaining high standards is critical.
- high degree of excellence based on specific learning outcomes as set in the learning guides

The Westmount Program expects teachers:

- to provide a variety of learning experiences through out a course
- to meet some of the unique needs of each student in a class
- to revise learning guides in an effort to improve learning outcomes
- to act as a caring mentor for a group of students through out their high school careers

EXCERPTS FROM OSIS - POLICY DOCUMENT Gr 7-OAC INDICATES ALIGNMENT WITH THE WESTMOUNT PROGRA

1.5 Individual Differences

It is a basic policy in the curriculum for Ontario that individual differences are to be accommodated to the greatest extent possible. Curriculum implementation must therefore involve careful and perceptive adaptation of courses and programs developed from curriculum guidelines, a constant awareness of standards, flexible organizational structures, and, for exceptional pupils, supportive special education programs and services.

Provision should be made for each student to relate to a teacher who can act as an adviser and to belong to a group. Students who share common courses may be grouped together for a part of the school day, while the balance of their timetables may be individualized. In this way they may be provided with both a sense of belonging and a sense of independence. Both attributes are important, particularly for exceptional pupils who may require advice and assistance related to their special needs.

Information regarding the school curriculum shall be provided to all students and their parents (see section 4.15). Advice should be given so that students may be enrolled in courses and programs that best suit their needs, interests, abilities, and goals. Students should participate in the decision-making process as they form personal educational goals, select courses, and plan for the best use of their time. Both students and their parents share with the school the responsibility for educational achievement, in which the qualities of enthusiasm, self-discipline, and good judgement play important parts.

7. Student Achievement, Evaluation, Attendance, and Discipline

7.1 Achievement

Education is a process of learning that requires continuity in and exposure to learning experiences. Students must learn to work not only as individuals but also with others. This involves the student in listening, co-operating, sharing, interacting, and experiencing mutual evaluation. Students should be able, singly and in groups, to investigate, analyse, synthesize, generalize, and make occasional intuitive leaps in the pursuit of knowledge. Students and teachers should engage in educational processes that are mutually instructive, creative, and satisfying. The ability to work with and for others — both adults and peers — is an essential ingredient of the learning process. Regular attendance on the part of students is an important component of this process and of the evaluation of student achievement.

2.3 Special Education Programs and Services

Universal access to education is fundamental to our society. Special education programs are designed to ensure access by exceptional pupils to an education based on the goals that underlie education for all students (see section 1.3).

The needs of an individual exceptional pupil are delineated by an Identification, Placement and Review Committee of the board. Five broad areas of exceptionality — behavioural, communicational, intellectual (including gifted), physical, and multiple — provide a preliminary understanding of the range of differences for which provision must be made.

Special education programs may be located in one or more of the following settings: the regular classroom, a resource setting, a self-contained class, or a special school. The setting or combination of settings should be carefully chosen so that the exceptional pupil can benefit from the school as a community.

Learning experiences must correspond with the pupil's needs, abilities, interests, and aspirations but may differ in content, process, product, and evaluation. Special education programs, therefore, will involve modifications to the kind, breadth, depth, and pace of these experiences. In some cases these modifications may be relatively simple; in other cases they will be more extensive. The assistance of additional professional staff and the use of specialized equipment or facilities may be required.

2.11

Resource-based learning, including inquiry learning, individualization, independent study, and teacher-directed learning, requires a broad spectrum of resources to match student abilities and learning styles and to support instructional programs. Such resources need to be available on demand from and through the school library resource centre. Central to the teaching/learning process are print and non-print materials as well as the technological developments in communication and information retrieval.

APPENDIX W

REFERENCES FROM TRANSITION YEARS DOCUMENTS WHICH PERTAIN TO WESTMOUNT

PACING

- Individual students learn in different ways and at different rates. They differ, therefore, in the paths that their development follows. Teachers should continually monitor and assess students' progress so that they can make the necessary adjustments in their teaching methods to respond more closely to individual students' learning needs. All students should be given time and resource they need to reach their potential.

ADVISOR

- In each year of the Transition Years program, each student should have a mentor or adviser who will be available to the student over a full school year and whom the student can consult on a regular basis.

APPENDIX 'X'

SPH4A

UNIT 00

INTRODUCTION

HOW TO GET THE MOST OUT OF YOUR PHYSICS COURSE

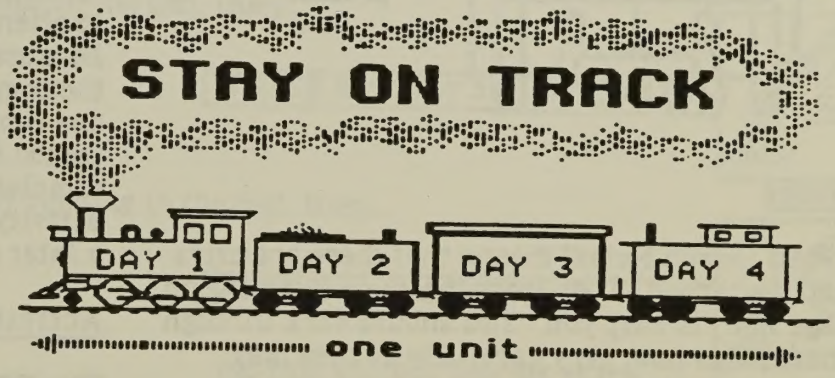
D.Weston 1990

STRUCTURE

Your physics course is composed of 20 units of equal size.

Each unit is divided into four "days" each of which is approx. 1/4 of a unit.

Completing 1/4 unit every day will mean completing one unit every four school days and the entire course will be completed in one semester.

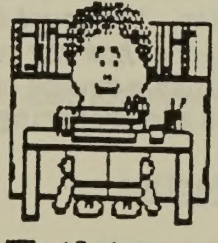


ALL IN A DAY'S WORK

HOW TO WORK THROUGH YOUR FIRST UNIT

GET READY

Gather your materials together:
-Text book
-Learning guide
-Writing materials
-Calculator etc.
Get comfortable.



"Wow! Real physics! I can't wait!!"

GET SET

Turn to your learning guide and read the unit objectives on the first page. Pay special attention to the *SKILLS* and *KNOWLEDGE* sections. These are the things you are to be able to *DO* and to *KNOW* when you have completed the unit. Use these as a check list before a test.

GO!

Turn to the "Work Outline" on page 2.
The first line under **Day 1** is the title for your day's work. Copy this title into your notebook.

continued next column...!

Text Pages

This is a list of pages in the text in which you will be reading and working. Turn to them now.

Required Reading

The numbers under this title in your learning guide refer to sections in your textbook. They are found on the text pages listed above. Read these sections now, scanning quickly for the main ideas.

Note:

"Reading" is a three-stage process. It may be done at home for more efficient use of school time.

Stage 1. Scan the section quickly for main ideas.

Stage 2. With pencil and paper at hand, read carefully for detail, making notes as you go.

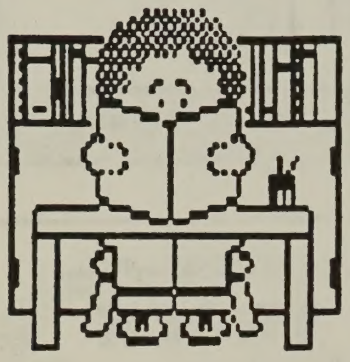
Stage 3. Read quickly for review. This could be done prior to a test.

continued next page...!

SPH4A page 2 UNIT 00

INTRODUCTION

GETTING THE MOST OUT OF YOUR PHYSICS COURSE



Reading is a three-stage process.

Notes

"Read Lesson Notes" means that there are extra notes attached to the learning guide (starting on page four) to help you. You should work through these notes now, very carefully as they may have extra examples, charts and graphs not found in the text. There may also be additional questions to self-check your understanding. Write your answers to the self-check questions in the "Student Response" boxes as you come to them. When in doubt, check your response with the teacher .

EXAMPLE:

Question: What is the purpose of the student response boxes?

Student response:

In the "**Notes**" section of your work outline, you will also find special reminders. These may direct your attention to the text or to items not included in the text. When completed, you may procede to "**Activities**".

continued next column.../

Activities: Investigations

In the "**Activities**" section you will find laboratory experiments, self-conducted demonstrations, measurement exercises, films to view etc. Most of these will be scheduled at specific times and you should plan to attend and participate at the stated times. Because of the large number of activities and the complexity of some, they may be offered at one time only, usually during the four-day period during which the majority of the class is completing the unit. If you miss the lab activity, an alternate project may be assigned at a later date. Check with your teacher.

Activities: Work Examples

The "**Work Examples**" that are listed under "Activities" are found in your text. You will encounter them during your reading assignment on the "**Text Pages**" listed above. All of the listed examples are to be worked out in your notes using the text as your tutor. *You must add details where possible to explain how the problem is done.* This will be a valuable source of study material later when you are preparing for a test.

Practice

Practice brings success!

After you have completed your "**Work Example**" problems described above, use the same techniques on the practice problems. The practice problems are mandatory for everyone.

Supplementary Questions

The supplementary questions are provided for additional credit for those desiring top marks. Since they have no "due date", do them only when you are up- to-date on all previous work.

continued next page.../

SPH4A page 3 UNIT 00

INTRODUCTION

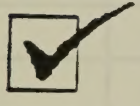
GETTING THE MOST OUT OF YOUR PHYSICS COURSE

Using the Text as a Tutor:

The learning of problem solving techniques from examples is accomplished by a series of **WRITE-CHECK** steps as outlined below.

1. First; **READ** the question in the text, then...

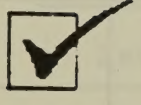
WRITE down key data.



2. **CHECK** the key data by reading in the text, then...

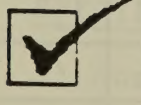
WRITE a suitable formula.

(do this without looking at the solution in the text if you can)



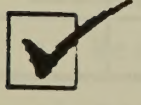
3. **CHECK** the formula by reading in the text, then...

WRITE a substitution of variables.



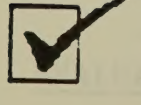
4. **CHECK** the substitution of variables by reading in the text, then...

WRITE your calculated result.



5. **CHECK** the calculated result by reading in the text, then...

WRITE your conclusion.



6. **CHECK** the conclusion by reading in the text.

The objective in this method is to make you an independent problem solver. In order to accomplish this goal you must rely on the text solution as little as possible. **THINK** first, then **WRITE**, then **CHECK** what you wrote. For more on this topic, see; Unit 1, Day 2, "The Five-Step Solution".

TRACKING SHEET

COURSE : SPH4A

SCHOOL YEAR : 92/93

LEARNING GUIDE NUMBER	LEARNING GUIDE NAME	RUNNING TOTAL OF UNITS	DUE DATE	ACTUAL DATE HANDED IN
1	UNIFORM MOTION	1	FEB.5	
2	ACCELERATION	2	FEB.11	
3	FORCE	3	FEB.18	
4	NEWTON'S 2nd AND 3rd LAWS	4	FEB.24	
5	ENERGY AND POWER	6	MAR.9	
6	WAVES	7	MAR.23	
7	SOUND WAVES	8	MAR.30	
8	INTERFERENCE AND RESONANCE OF SOUND	10	APR.15	
9	REFRACTION	11	APR.21	
10	LENSES	13	MAY 3	
11	ELECTRIC CIRCUITS	15	MAY 18	
12	ELECTROMAGNETISM	17	MAY 27	
13	ELECTROMAGNETIC INDUCTION	18	JUNE 3	
14	MICROELECTRONICS	20	JUNE 15	
	FINAL EXAM			

SPH4A COURSE INTRODUCTION

EVALUATION

TERM 1 AND 2	85 %
FINAL EXAM	15 %

TERM WORK BREAKDOWN	
TESTS	NON - TEST ITEMS (ASSIGNMENTS, LABS. SELF EVALUATION
50 %	50 %

LEARNING GUIDES

Each learning guide has the following sections:

COVER PAGE

a) Reveals the general topic covered in the learning guide.

b) Shows the general objectives of the learning guide.

2. SPECIFIC OBJECTIVES

a) More details of what you're expected to learn.

3. ACTIVITIES

a) Readings

b) Sample problems

c) Practice problems

d) Labs

e) Videos

f) Computer

4. EVALUATION

a) Specifics on what to hand in.

SPH4A COURSE INTRODUCTIO

5. TIME LINE

a) Approximate time in days required to do each block of work. IT'S ASSUMED THAT YOU ARE DOING HOMEWORK TO MEET THESE DEADLINES.

WHAT DO I HAND IN WHEN I'VE FINISHED A LEARNING GUIDE ?

A. Once you've finished a learning guide you must hand in the following items in the sequence shown :

1. Self evaluation form
2. Notes
3. Sample problems
4. Practice problems
5. Lab reports and assignments

B. Items 2,3 and 4 should be organized into chronological order according to blocks of days.

SPH4A PAGE # NAME_____
GUIDE 1 DAY 1 DATE_____

NOTES

SAMPLE PROBLEMS

PRACTICE PROBLEMS

SPH4A PAGE # NAME_____
GUIDE 1 DAY 2 DATE_____

NOTES

SAMPLE PROBLEMS

PRACTICE PROBLEMS

SAMPLE PROBLEMS AND PRACTICE PROBLEMS

Within each learning guide there are suggested SAMPLE PROBLEMS and PRACTICE PROBLEMS to do. Choose the ones you seem to have difficulty with. If you're really struggling with a problem, don't spend too much time on it; this is counter productive. See a peer, consult another resource or confer with your teacher.

LAB REPORTS

Every lab report must have a TITLE, PURPOSE and OBSERVATION section. Extra ite are shown in the EVALUATION section of the learning guide.

VALIDATIONS OF LABS

If you are doing a lab, the teacher must be able to actually see you doing it and you must get the teacher to sign your "rough observations". This signature must be handed in with the rest of the learning guide work. If you fail to get your labs validated, you'll have to do it over again.

OBTAINING KITS AND GUIDES FROM THE DISPENSARY

Whenever you need a guide or kit, fill out a REQUEST FORM and get the teacher t sign it. Remember you're responsible for the kits and their contents so return them in their original condition.

TRACKING SHEET

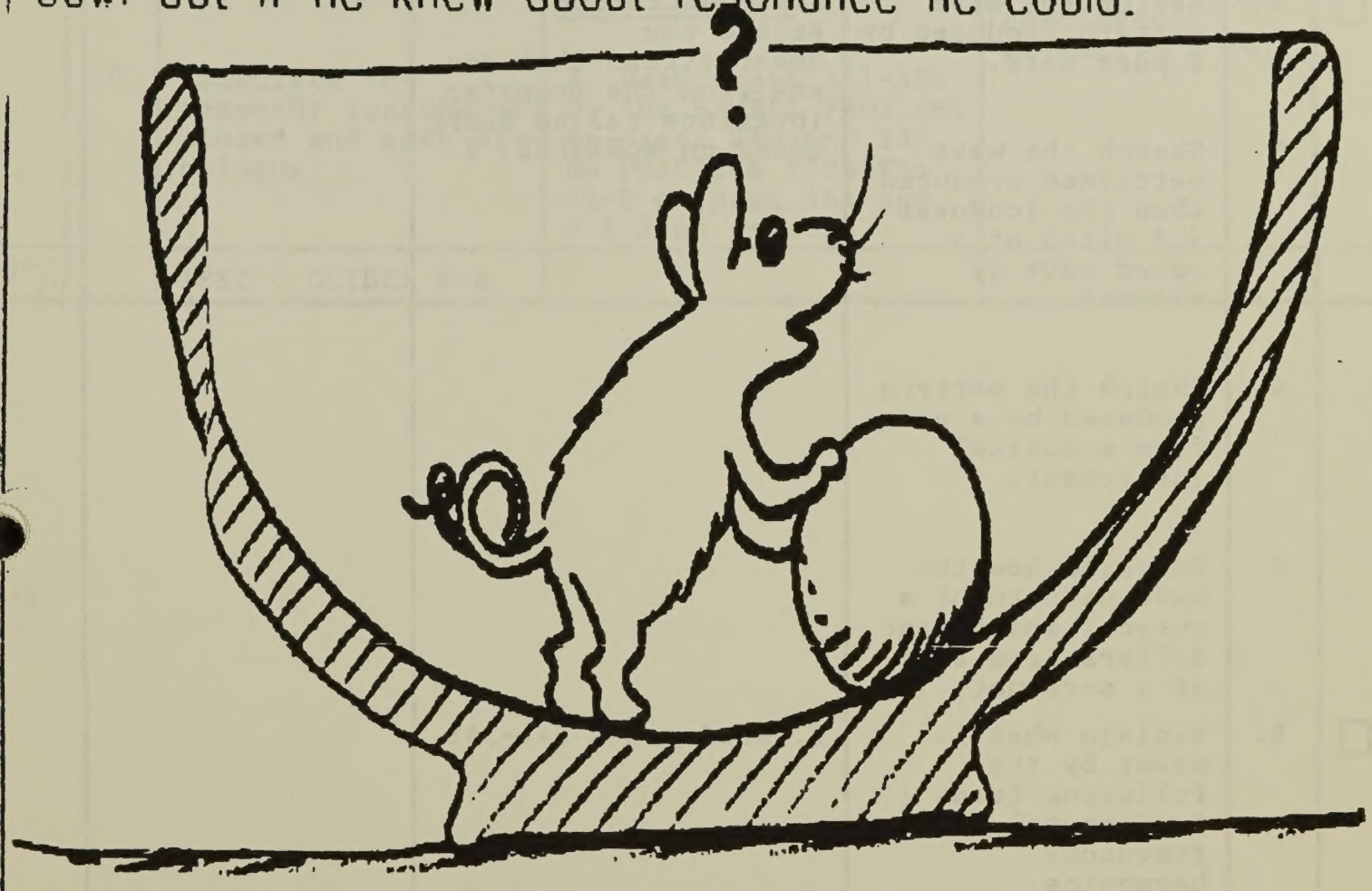
A tracking sheet is provided showing the suggested due dates for each learning guide. Record when you actually do hand them in to get a profile of your time management.

TESTS

Tests can be written when a student feels he/she is prepared. If a student deliberately procrastinates writing a test, the teacher will issue a test date.

INTERFERENCE AND RESONANCE OF SOUND

Meeky Mouse isn't strong enough to lift the ball out of the bowl but if he knew about resonance he could.



DAY	TOPIC
1	INTERFERENCE OF SOUND
2-3	HARMONICS AND MUSICAL INSTRUMENTS
4-5	MECHANICAL AND ACOUSTICAL RESONANCE
6	TEST

SPH4A LEARNING GUIDE 8 : INTERFERENCE AND RESONANCE OF SOUN

√	#	OBJECTIVES	ACTIVITIES	EVALUATION	D
☐	1.	Explain the interference patterns produced by sound waves.	1. **Lab**: Do the series of activities outlined in WORKSHEET 1.	1. Complete and hand in WORKSHEET 1. Use pages 338-342 as a reference.	1
☐	2.	Sketch the wave pattern produced by a pure note.	1.**Demonstration**: Record the observations that you see from the computer interface called SCOPE CHART on WORKSHEET 2.		
	3.	Sketch the wave patterned produced when the loudness and pitch of a sound wave is altered.			
	4.	Sketch the pattern produced by a note from a musical instrument.			
	5.	Describe how the wave pattern of a musical instrument differs from that of a pure note.			2-3
☐	6.	Explain what is meant by the following terms : fundamental frequency, harmonics.	2. Read pages 346-348.		
	7.	Explain how the "quality of sound" is related to the harmonics of a musical instrument.			

☐	8.	Explain what is meant by resonance.	1. Read pages 349-350.		
	9.	Explain how resonance is produced in closed air columns.	2. Lab: Do the activities outlined in WORKSHEET 3.	1. Complete and hand in WORKSHEET 3 after you have completed objective # 10.	4-5
	10.	Calculate the resonaNt lengths of closed and open air columns.	3. Read pages 351-352. Do the SAMPLE PROBLEMS on pages 351 and 352. Do PRACTICE PROBLEMS #1-3 on page 351 and # 1-2 on page 352.		
☐		TEST : GUIDES 6-8			6

SPH4A LEARNING GUIDE 8 : INTERFERENCE AND RESONANCE OF SOU

WORKSHEET 1

ACTIVITY 1

Purpose: Study the interference patterns produced by a tuning fork.

Apparatus: tuning fork, rubber mallet

Method

1. Vibrate a tuning fork. Hold it close to the ear and parallel to the side of the head. Rotate it slowly and note what you hear.

2. Have your lab partner observe the position of the tuning fork while you are making the various observations.

Observations

What did you hear ?

2. What is the relationship between the position of the tuning fork and the sound you heard?

Explanation

Explain the phenomenon and make a diagram to assist with the explanation

SPH4A LEARNING GUIDE 8 : INTERFERENCE AND RESONANCE OF SOU

WORKSHEET 1 (continued)

Conclusions (Activity 1)

1. What is meant by the interference of sound waves ? (how do they interfere

2. State what happens during constructive and destructive interference in sou waves?

Activity 2

Purpose: Study the interference patterns produced by sound emanating from speakers

Apparatus: audio frequency generator, two identical speakers.

Method

1. Connect both speakers to a signal generator which is set at medium frequency.
2. Place the speakers about 2.5 m apart and facing in the same direction.
3. Listen to the sound produced all around the speakers.

SPH4A LEARNING GUIDE 8 : INTERFERENCE AND RESONANCE OF SOUN

WORKSHEET 1 (continued)

Observations (Activity 2)

Describe the sound heard at different points in the classroom.

Conclusions

Plot the position of the maximum and minimum intensities with relation to the speakers and explain the results obtained.

Application Question

Why is it difficult for some people in an auditorium in which 2 or more speakers are used to hear parts of a programme.

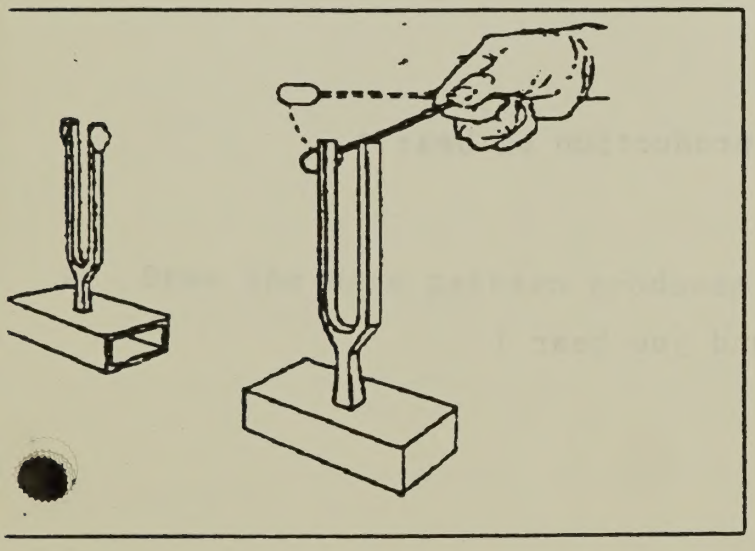
LEARNING GUIDE 8 : INTERFERENCE AND RESONANCE OF SOUND

WORKSHEET 1 (continued)

Activity 3

uction of beats.

ed tuning forks on sounding boxes, rubber mallet,
.e.



.ng forks simultaneously and note the result.

v of one of the forks by positioning some plasticine on
iagram above). Repeat step 1.

r difference in the frequencies and repeat step 1.

each part of the activity.

SPH4A LEARNING GUIDE 8 : INTERFERENCE AND RESONANCE OF SOU

WORKSHEET 1 (continued)

Explanation (Activity 3)

Explain how and why beats are produced.

Conclusions

1. What conditions are required for the production of beat ?

2. What governs the number of beats/second you hear ?

Application Question

How does a musician use beats to tune his musical instrument ?

SPH4A LEARNING GUIDE 8 : INTERFERENCE AND RESONANCE OF SO

WORKSHEET 2

SCOPE CHART ACTIVITY : WAVE PATTERNS AND WHAT THEY MEAN

As you're viewing the demonstration with the Scope Chart Computer Interface record the following observations.

Observations

1. Draw the wave pattern for the sound produced by a tuning fork .

2. Draw the wave pattern produced by a tuning fork when it's louder.

3. Draw the wave pattern produced by a tuning fork with a higher frequency.

4. Draw the wave pattern produced by a musical instrument or someone singing.

SPH4A LEARNING GUIDE 8 : INTERFERENCE AND RESONANCE OF SOUN

WORKSHEET 2 (continued)

Summary

Summarize how loudness, pitch and the quality (richness) of a sound affects the shape of the wave pattern.

Fill in the Blanks : Quality of Sound

Musical instruments do not vibrate to produce a simple _____ pattern like tuning forks. They in fact vibrate in several different _____ at the same time. These different _____ patterns _____ with each other and produce a complex wave pattern. Usuall the more complex the wave pattern, the greater the quality of sound.

Synthesizers can produce a range of different sounds because the _____ patterns programmed into the synthesizers _____ those of other musica instruments. The C note produced for example by a guitar sound and a horn sound on a synthesizer have identical _____. But the reason the C note sounds different is because the shape of the wave pattern is _____ _____.

SPH4A LEARNING GUIDE 8 : INTERFERENCE AND RESONANCE OF SOUN

WORKSHEET 3

Activity 1

Purpose: To study the production of sympathetic vibrations.

Apparatus: Two matched tuning forks on sounding boxes, rubber mallet, plasticine.

Method

1. Place the tuning forks close to each other with the open ends of the boxes facing each other. Strike on fork and silence it after a while. Note what happens.

2. Strike the other fork and repeat step 1.

3. Load the prongs of one of the forks with plasticine. Strike each for separately. What do you observe ?

4. Repeat steps 1-2 using the forks as they are now. What happens ?

servations

SPH4A LEARNING GUIDE 8 : INTERFERENCE AND RESONANCE OF SOUN

WORKSHEET 3 (continued)

Explanation (Activity 1)

Account for your observations.

Conclusions

What are sympathetic vibrations ?

Questions

1. Suggest other examples of sympathetic vibrations.

2. Why is it important that marching bands do not march in a synchronized fashion across a bridge ?

3. Try to explain how Meeky Mouse could get the ball out of the cup (see front page of the learning guide).

SPH4A

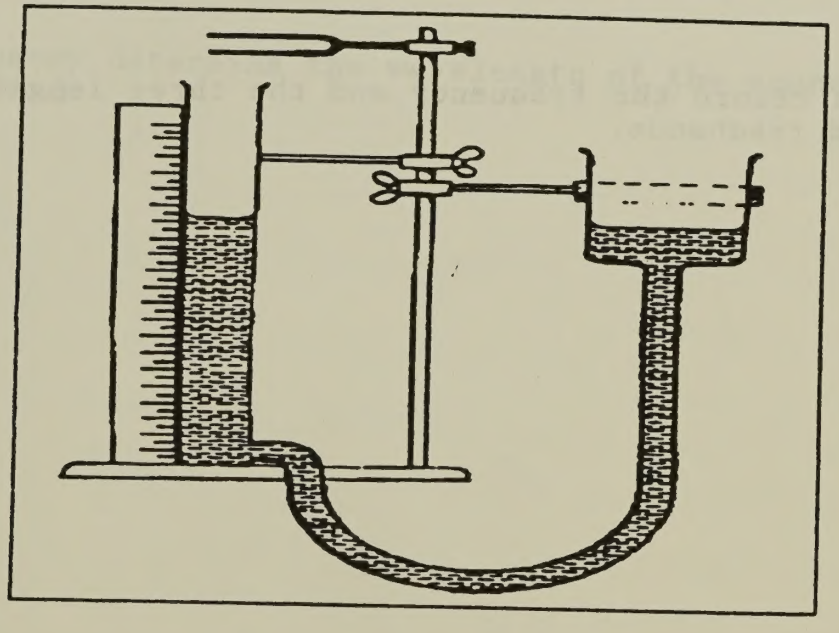
LEARNING GUIDE 8 : INTERFERENCE AND RESONANCE OF SOUN

WORKSHEET 3 (continued)

Activity 2

Purpose : Study resonance in air columns.

Apparatus: resonance apparatus (see diagram),
tuning forks (256 Hz. 384 Hz and 512 Hz)



Method

1. Fill the apparatus with water as shown and clamp the tuning fork near the open end of the tube. With the water near the top of the tube, sound the tuning fork (256 Hz) and slowly lower the reservoir until a loud sound is heard. Carefully adjust the water level of the tube for the maximum intensity. Record the length of the air column in centimetres.

2. Slowly lower the reservoir to locate two other lengths of air columns that will produce maximum loudness.

3. Repeat the above with the other two forks.

SPH4A LEARNING GUIDE 8 : INTERFERENCE AND RESONANCE OF SOUN

WORKSHEET 3 (continued)

Observations (Activity 2)

1. What was heard when the tuning forks were placed over the tube before and after the adjustment of the water level ?

2. For each fork record the frequency and the three lengths of the closed tub that produced resonance.

3. Record the temperature of the room.

Explanations

1. Explain why the loud sounds are produced at specific lengths of the air columns.

SPH4A

LEARNING GUIDE 8 : INTERFERENCE AND RESONANCE OF SO

WORKSHEET 3 (continued)

2. What is the relationship between the lengths of the air columns and the wavelength of the sound in resonance with it ?

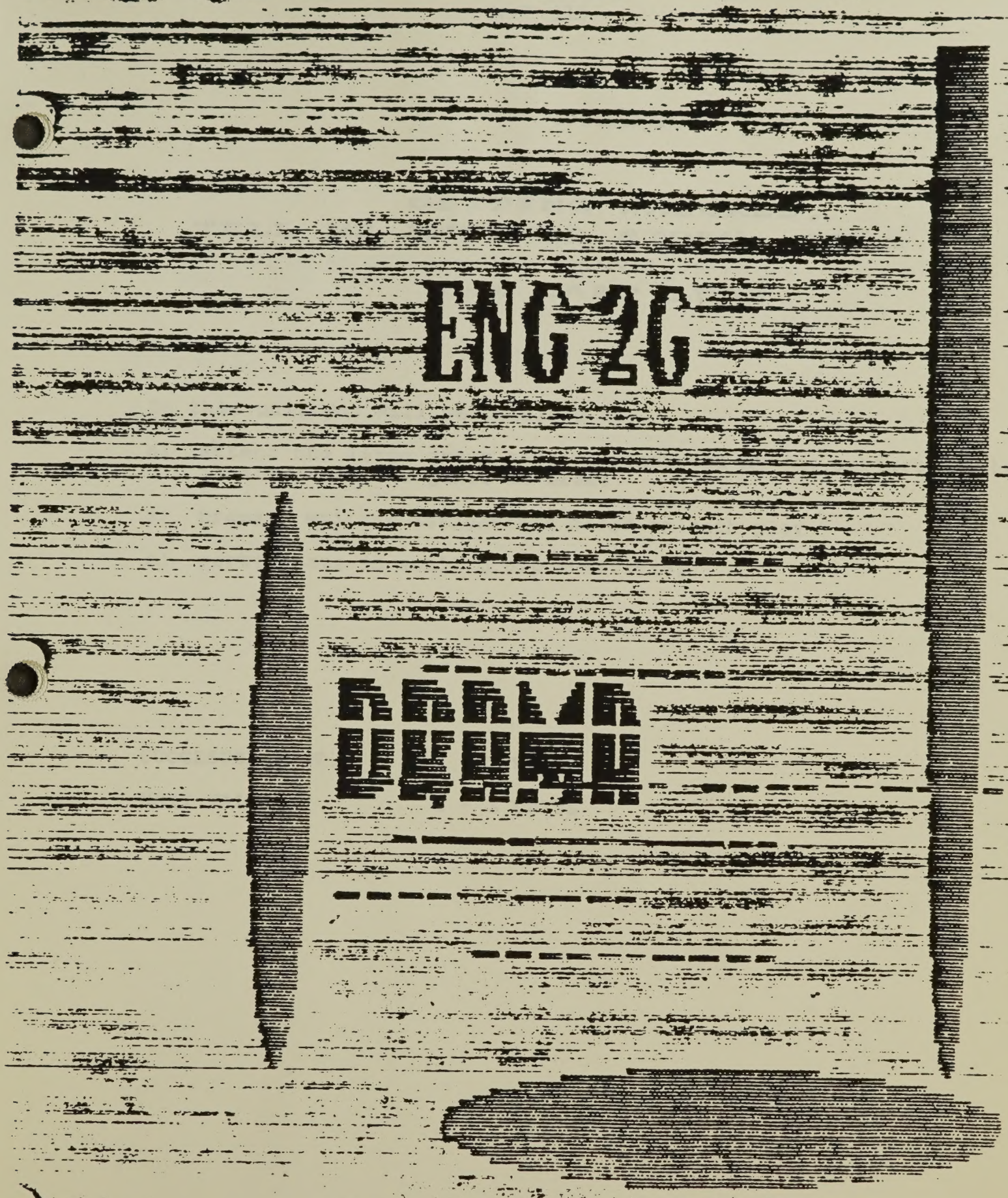
Calculations

1. For each frequency determine the wavelength of the sound produced and the velocity of sound.

2. Calculate the average velocity of sound in air.

Follow Up Question

1. Explain how wind instruments work using the idea of resonance.


ENG 2G

DRAMA

GETTING WRECKED, TELL ME ANOTHER STORY, SING ME A SONG, THE LAST LEAF.

In this unit you will be required to:

a) attend one large group session conducted by the subject teacher to introduce the genre of drama

b) prepare written assignments based on each play

c) participate in small group activities.

SUGGESTED TIME: 2 - 3 WEEKS

UNIT VALUE: 2 - 3 UNITS

OBJECTIVES:

Once this unit is completed, students should have:

a) a better understanding of drama as a genre,

b) an understanding of the importance of speech to communicate character,

c) an understanding of the importance of movement on the stage and in life to communicate,

d) an appreciation of drama as a medium to discuss social issues and human relationships,

e) appreciate and understand that the experience of fictional characters can influence our lives.

TELL ME ANOTHER STORY, SING ME A SONG

1. Working with one partner, read the two character parts in this play together. In the case of two male students working together, change the roles and some of the words to make them appropriate for a father and son.

ASSIGNMENTS:

1. Draw an illustration by hand or on the Amiga computer of what the stage looks like at the beginning of the play, including the positions of both the objects and characters. Create similar illustrations for the episodes in which the daughter is 12 and 16. Write a short paragraph in which you explain the rationale behind your illustrations. For example, explain your placement of scenery, colour, props, position of characters, etc.

2. Choose a scene from the play which you think reveals the personality of the two characters most effectively. With a partner record the scene and try to express the emotion behind the words spoken.

Assignments re: Tell Me Another Story, Sing Me A Song to be evaluated:

Illustrations and rationale
Recorded Tape of scene

THE LAST LEAF

ASSIGNMENTS:

1. You are the director of "The Last Leaf". Prepare pointform notes on what each character is like. Referring to your notes, write a short description of each character to give to the actors who will be playing the roles. Hand these character sketches in the subject teacher for evaluation.

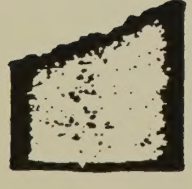
2. Working in a group of five (5), dramatize the play as a radio play with appropriate sound effects and music in the background. You may find it helpful to review the work you did in #1.

Assignments re: The Last Leaf to be evaluated:

Character sketches
Radio Drama

fifth business

ENG-4A



OBJECTIVES

When you have finished this unit you will

1. be familiar with a well-known work by a famous living Canadian novelist

2. know the techniques by which novelists add interest to their writing

3. have identified and traced the development of numerous themes

4. have practised expressing your ideas and reactions to a novel in conversation with your teacher and other students

5. have practised your own essay writing techniques

6. have made many choices and decisions about approaching the work yourself.

Section 3 FIFTH BUSINESS

Value: 4 units

Prerequisite: Section 1 Essays

# of required sessions: 2 (dates and times will be posted in the English Resource Room. Session 1 will cover difficulties in the first three sections of the novel up to p.149. Session 2 will cover difficulties in the last three sections. PLEASE do not attend the sessions unless you have read the pages under discussion.

Assignment: 1 set of questions
1 content test
1 writing assignment
1 oral (instructions for these are on the last page of this learning guide)

N.B. The novel is available on cassette tape as a CBC radio play which may be borrowed from the English Resource Room. It is not exactly the same as the novel and should not be substituted for it, but may be useful to those who learn better by listening.

PROCEDURE

Fifth Business is a rich, complicated and interesting novel. You must read it carefully once and then at least once again before attempting the exam. We suggest the following procedure. Perhaps you've found your own succesful way of studying novels. If so, stick with it. If not, here's one guaranteed to work.

1. Read sections 1,2 and 3 of the novel.

2. As you read, make a very brief pencil summary of what happens at the top of each page; for example, "Dunny joins the army". Not only will this help you follow the events, but it will also help you find specific parts for later assignments.

3. Whenever you encounter any section you do not understand, make a note of this on a list of difficulties in your notebook.

4. Attend session 1 on sections 1,2 and 3. Be sure to raise any difficulties on your list with the teacher at this time. Remember we are in the business of helping you learn, but it's up to you to make good use of us.

5. Review these sections and when you are reading write the content test on them. This will be marked on the Scantron machine and returned to you promptly.

6. If your mark is over 70%, proceed the same way with the second half of the novel.

7. If, God forbid, your mark is less than 70%, see your teacher. This may mean you do not know the book well enough to cope with the more difficult assignments or the exam.

IMPORTANT POINTS TO PONDER

As you read the novel, here are some important aspects to consider:

1. Dunny's relationship with his "lifelong friend and enemy", Percy Boyd Staunton.

2. The portrayal of women in the novel. (Notice particularly Liesl, an androgynous figure).

3. The whole idea of illusion. Besides the obviously illusory worlds of magic, religion and theatre, many things in the novel are not what they seem.

4. The idea of fate in the lives of the characters.

5. The role of guilt in motivating action.

6. The question of "Who Killed Boy Staunton?"

7. The idea of "Boy" (note the name) as a Peter Pan figure.

8. The question of the madness of Mary Dempster.

9. The picture of small town life and religious intolerance.

10. The theme of wholeness ---getting to know the devil in yourself.

11. The idea of being born again --renamed, restored, resurrected.

12. The character of Mary Dempster -- was she a "good" woman?

Between the first and second readings of the novel (NO! I'm not kidding) try to think about all these things. Then, when you read the novel again, relevant passages will leap out at you. (I PROMISE) Although hardly any course ever mentions THINKING about the literature, IT IS THE SINGLE MOST IMPORTANT THING YOU SHOULD DO. Make time for it.

SIGNIFICANT PASSAGES

----Here are some important passages chosen from Fifth Business. Use them to test your own knowledge of the events and ideas behind the novel. You should be able to make comments about why each might be considered important as well as identifying where it might be found.

a) She knew she was in disgrace with the world, but did not feel disgraced; she knew she was jeered at, but felt no humiliation. She lived by a light that arose from within.

b) Never have I seen a woman so absorbed in her love for a man, and I was happy for her and heartily wished her well.

c)
David told me many years later how he hated Christmas more than any other day in the calendar.

d) Milo and I shook hands as we left the cemetery. "Poor Leola", he said in a choked voice. "It's the end of a great romance.

e) With such a gargoyle! And yet never have I known such deep delight or such an aftermath of healing tenderness.

f) He emphasized the fact that nobody can be made to do anything under hypnotism that is contrary to his wishes, though of course people have wishes that they are unwilling to acknowledge.

LITERARY DEVICES

Novelists use many devices to add interest to their work and develop their ideas. Make sure you are familar with the following list of devices and are able to give examples of their use by Davies in Fifth Business.

IRONY

HUMOUR

PATHOS

CONTRAST

DIALOGUE

SUSPENSE

SURPRISE

FORESHADOWING

DIALECT

ALLUSION

Also pay attention to the effect of the first person point of view on the reader's perception of the events of the novel.

ASSIGNMENTS

SET OF QUESTIONS: You must answer the question below on a chapter of the novel. In order to shield you from the temptation of "work-sharing" in an unsuitable degree, and to shield ourselves from the tedious process of reading fifty sets of questions on say, chapter 20, we would like you to see your English teacher before beginning this assignment. He or she will assign the specific chapter you are to answer these questions about.

1. Briefly outline the way the plot is advanced in the chapter you are discussing.

2. Choose a character who figures prominently in this chapter and explain how the character is developed by which s/he says or does in the chapter or what others say about him/her.

3. Consult the list of important points to ponder earlier in this learning guide and choose one which is dealt with in the chapter you are dealing with. Explain fully how the author explores that idea.

4. Refer to the list of literary devices in this learning guide and select one which is used in your chapter. Explain fully how the author uses it and to what effect.

5. Write a paragraph of personal response to the chapter in which you discuss your reactions to what you read there and your questions or comments about the chapter itself and its relationship to the novel as a whole.

CONTENT TEST

These are available from the English Resource Room. Take them when you're ready.

WRITING ASSIGNMENT

Write a short personal composition of one of the following topics:

a) A guilty conscience

b) A childhood friend

c) Recovering from a serious illness or injury

d) The importance of faith

e) A neighbourhood character

f) Life in a small town (obviously this is a topic more suitable for someone who has lived in a small town)

g) A strict upbringing

[illegible] of a carnival

SEMINAR

After you have read and thought about Fifth Business, we'd like to hear what you have to say about it. Since formal seminars are a bit awkward under Westmount 1990, we'd like to suggest that you choose one of the topics from the list IMPORTANT POINTS TO PONDER and arrange with your English teacher to talk to him/her about it in an informal interview. You may do this individually or in a small group (no more than 4). You may not bring any written material with you to the discussion but you can, and should, do lots of reading and thinking beforehand. If you and your friends choose to make a group of this, then by all means get together and have a couple of dry runs beforehand. Just be sure not to try to memorize points and ideas in a way that sounds stilted or rehearsed. RELAX! you will be judged on your knowledge of the novel and your ability to express sensible ideas about it. When you think you're ready, arrange a time with your teacher. If you're very shy, you can do this on videotape but remember if you do, you will not have the teacher there to facilitate discussion. Taped or live the time limit is 20 minutes. If you are in a group try to make sure that everyone gets equal time. If you are on your own, we'll let you off with 10 minutes.

INDEPENDENT STUDY SUGGESTIONS

Here are some areas related to Fifth Business which may be of interest for your independent study.

a) The literature of Saints. Read some of the old stories of saints' lives and write about the common features they possess and the audience and purpose for which they might have been written.

b) Read the other two books in the Deptford Trilogy and find some aspect of interest to you.

c) Davies has another trilogy beginning with Rebel Angels. Read that trilogy and compare some aspect of it with the Deptford trilogy.

d) Read Davies' speech "The Conscience of the Writer" in the OAC essay book, Thinking Through the Essay" and decide whether his own work measures up to his standard of good writing.

e) Do some reading about the abdication of Edward the Eighth, the influenze epidemic, the Royal Tour and the First World War and assess Davies' use of these real events in his novel.

f) Read a biography of Harry Houdini and other famous magicians and relate what you've learned to the portrayal of Magnus Eisengrim.

g) Read the novel Peter Pan by James Barrie and relate the concept of not wanting to grow up to the character of Boy Staunton.

UNIT 13 - RELATIONS DATE ISSUED: _____
TEXT: MMW2 - MATH FOR A MODERN WORLD DATE COMPLETED: _____

Topic/Resource	Time to Complete	
	TIME	DATE
1. REVIEW - GRAPHING ORDERED PAIRS - Text - Read Page 70 - Text Page 70-71, Questions 1,2,3,4 - Puzzle Page R-1 - Text Page 71, Questions 5,6,8,12(b),13 Use the graph paper (Pages R-2, R-3)	1	
2. RELATIONS AROUND YOU - Text - Read Page 128 - Text Page 129-30, Questions 1,2,3,4,6,9 - Complete Page R-4	1	
3. READING GRAPHS - Text - Read Page 132 - Text Page 134, Questions 5,6,7	½	
4. ASSIGNMENT - Complete Pages R-5, R-6	½	
5. PRETEST - Pages R-7, R-8 and R-9	½	
6. TEST	½	

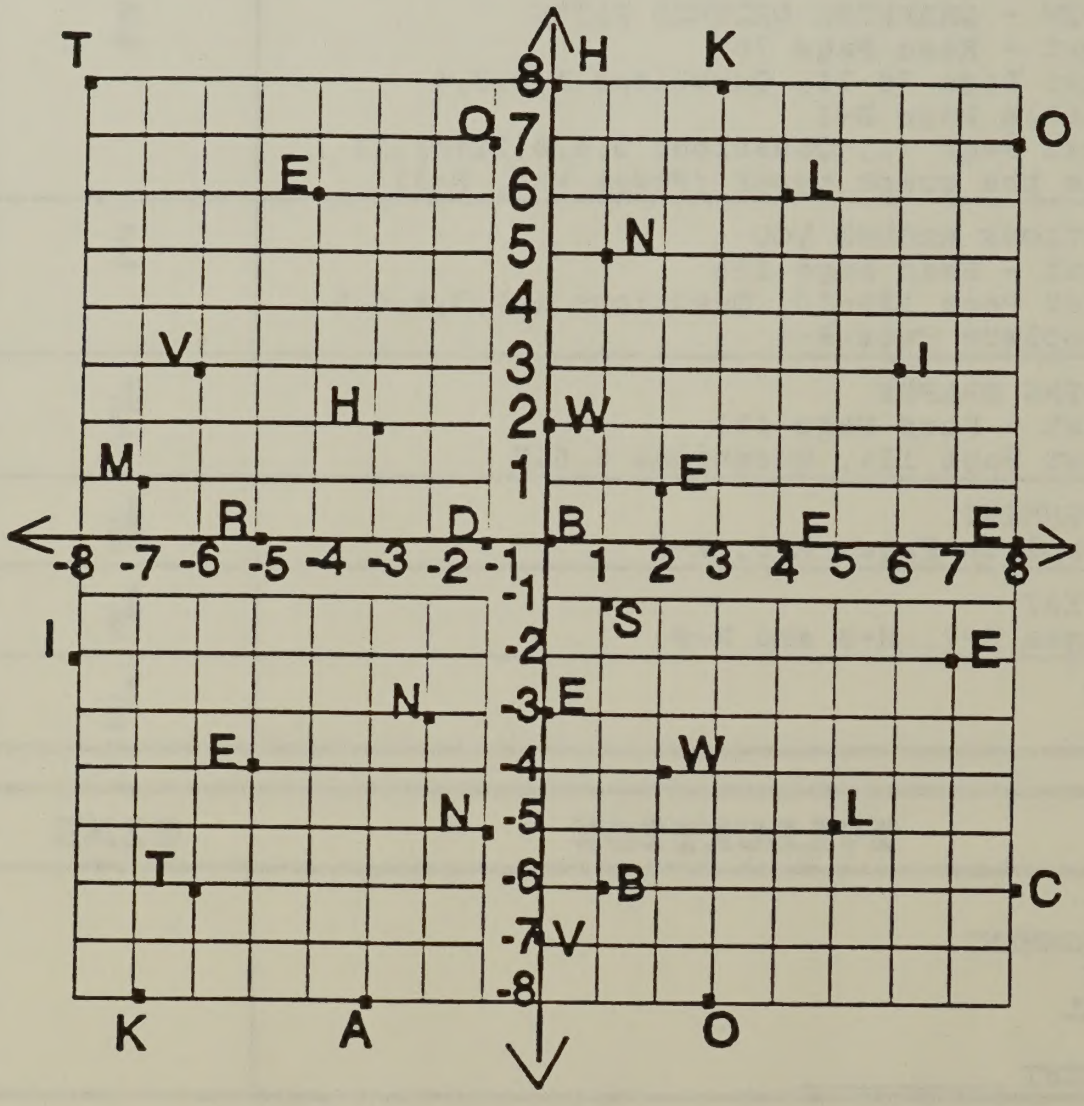
EVALUATION	TIME	MARKS
UNIT		05
ASSIGNMENT		05
TEST		40
TOTAL		50
PERCENT _____		

Summary/TheoryNotes should include:

-

WHAT DID ONE EAR SAY TO THE OTHER?

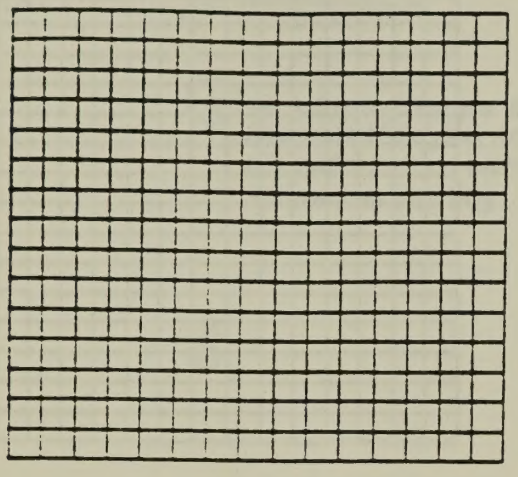
Each pair of numbers at the bottom of the page stands for a point on the coordinates below. Above each pair of numbers, write the letter that appears at that point.



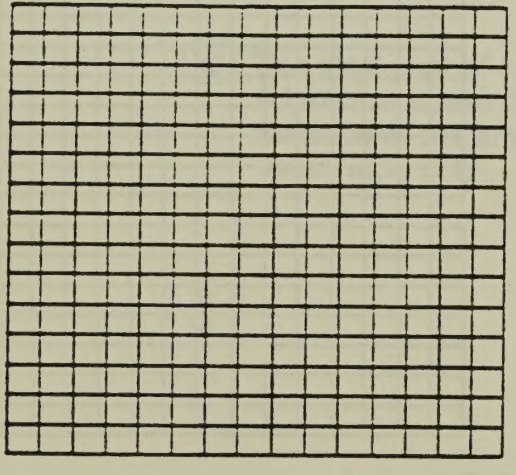
(6,3) (1,5) (-4,6) (-6,3) (4,0) (-5,0) (-7,-8) (-1,-5) (7,-2) (2,-4)
(0,2) (0,-3) (0,0) (8,7) (-6,-6) (-3,2) (5,-5) (-8,-2) (0,-7) (-5,-4)
(-1,0) (3,-8) (-2,-3) (-8,8) (0,8) (8,0) (1,-1) (-3,-8) (-7,1) (2,1)
(1,-6) (4,6) (-1,7) (8,-6) (3,8)

GO BACK TO LEARNING GUIDE COVER PAGE

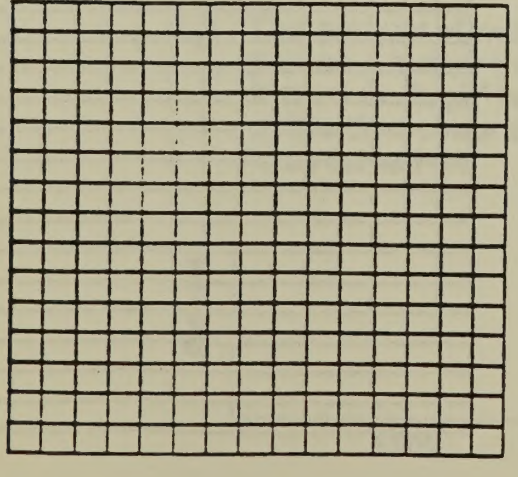
GRAPH PAPER FOR QUESTIONS ON PAGE 71



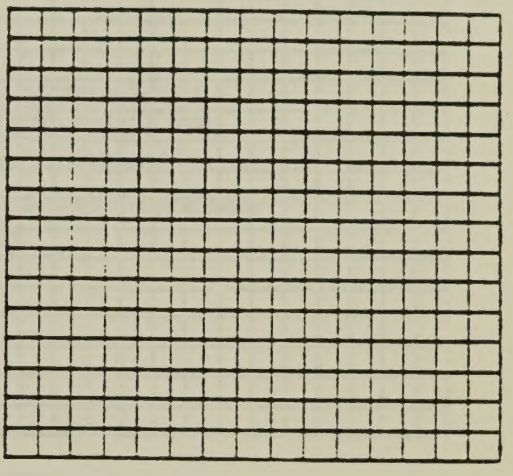
6a)



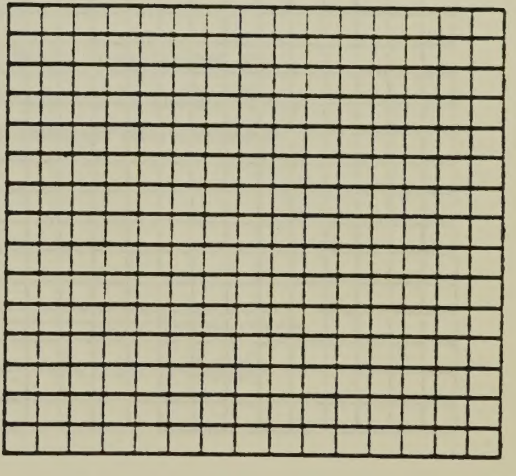
6b)



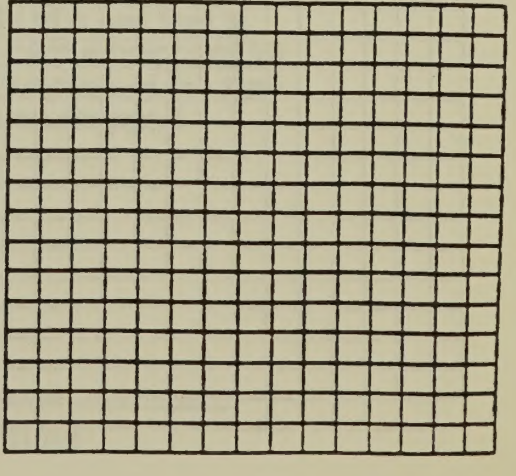
6c)



6d)

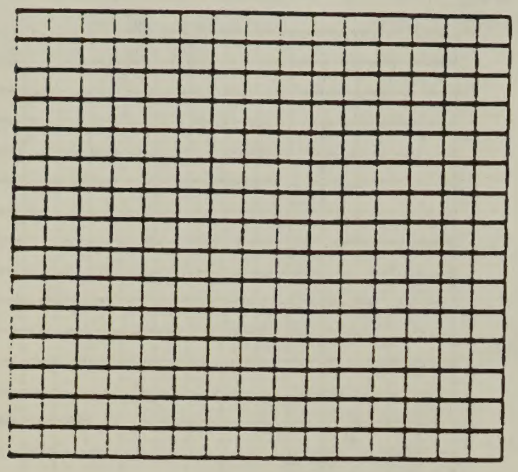


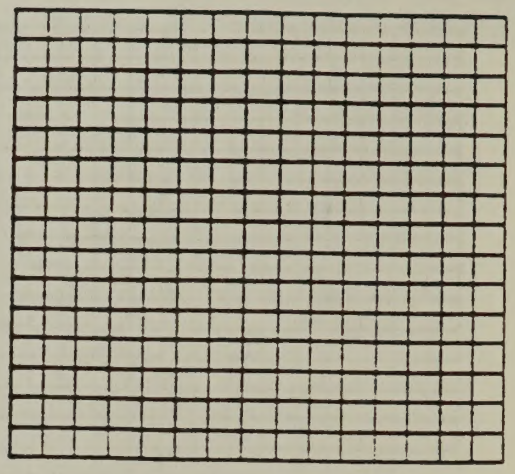
6e)



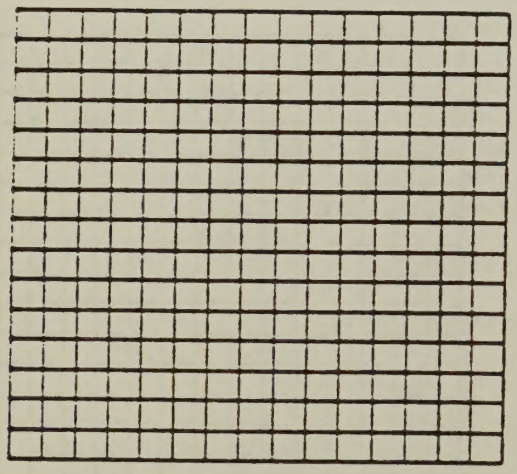
CONTINUE TO NEXT PAGE

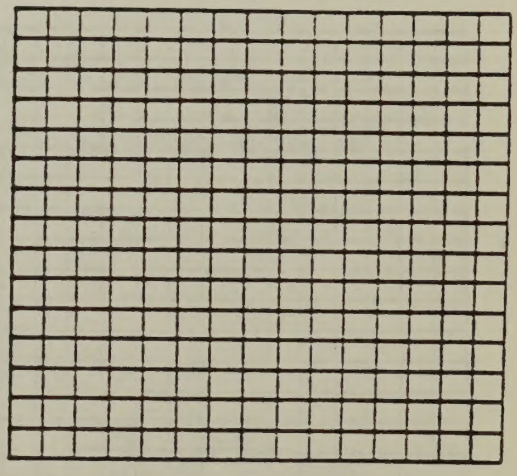
8.



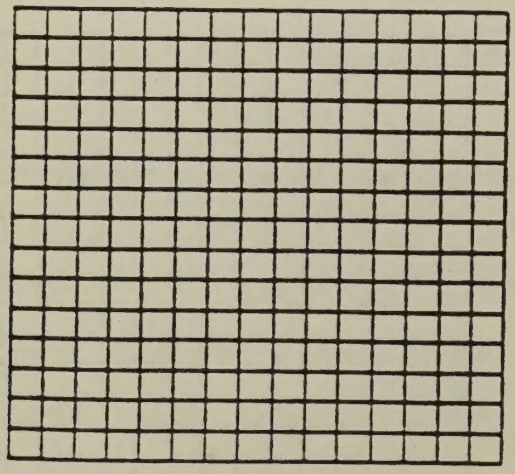


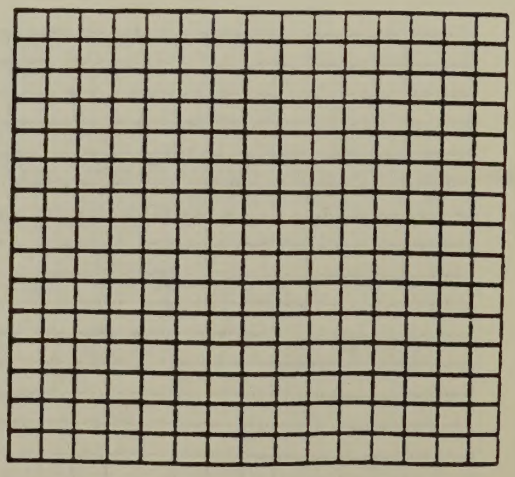
12b)





13.



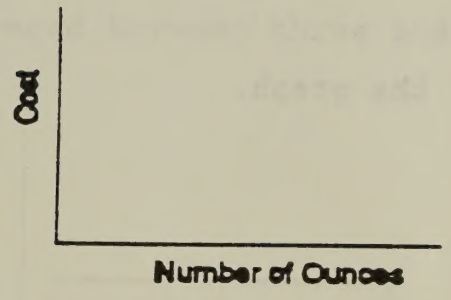


GO BACK TO LEARNING GUIDE COVER PAGE

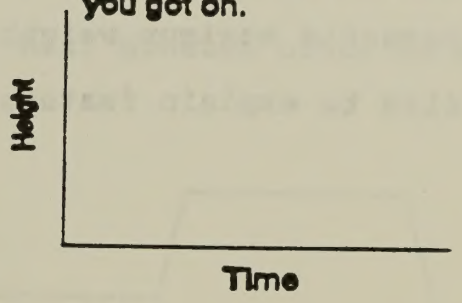
SKETCHING FUNCTIONS III

Make a sketch for each function described below. Use your knowledge of the relationships described.

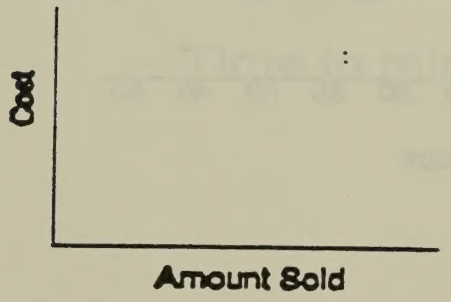
(A) At a fixed price per ounce, the cost of buying gold is a function of the number of ounces you buy.



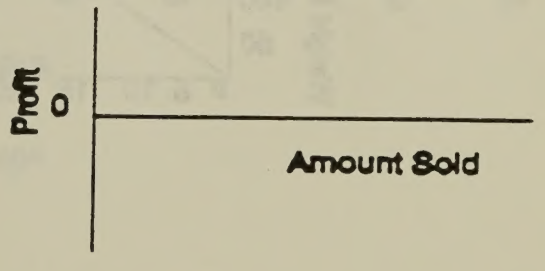
(B) The height of your head above the ground as you ride the Ferris Wheel is a function of the time since you got on.



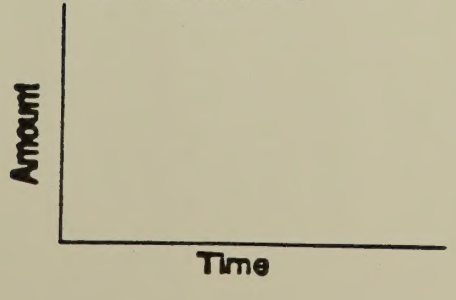
(C) The total cost of operating a lemonade stand is a function of the amount of lemonade sold.



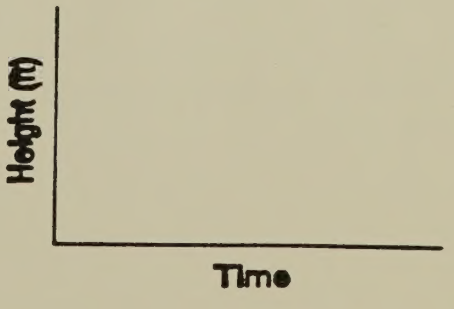
(D) The profit from operating a lemonade stand is a function of the amount of lemonade sold.



(E) The amount of water in a pan on a burner that is turned on "high" is a function of the time since the burner was turned on.



(F) The height of a ball that is dropped from a height of 10 feet is a function of the time since it was dropped.



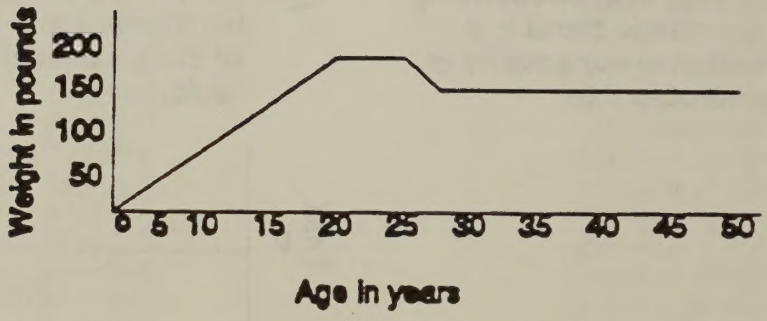
GO BACK TO LEARNING GUIDE COVER PAGE

TELL ME A STORY

The graph illustrates a person's weight from birth to fifty years of age. Make up a story to explain the graph.

Include in your story -

1. Whether the person is a man or a woman.
2. About how much the person weighed at birth
3. What the person's maximum weight was.
4. Anything else to explain features of the graph.

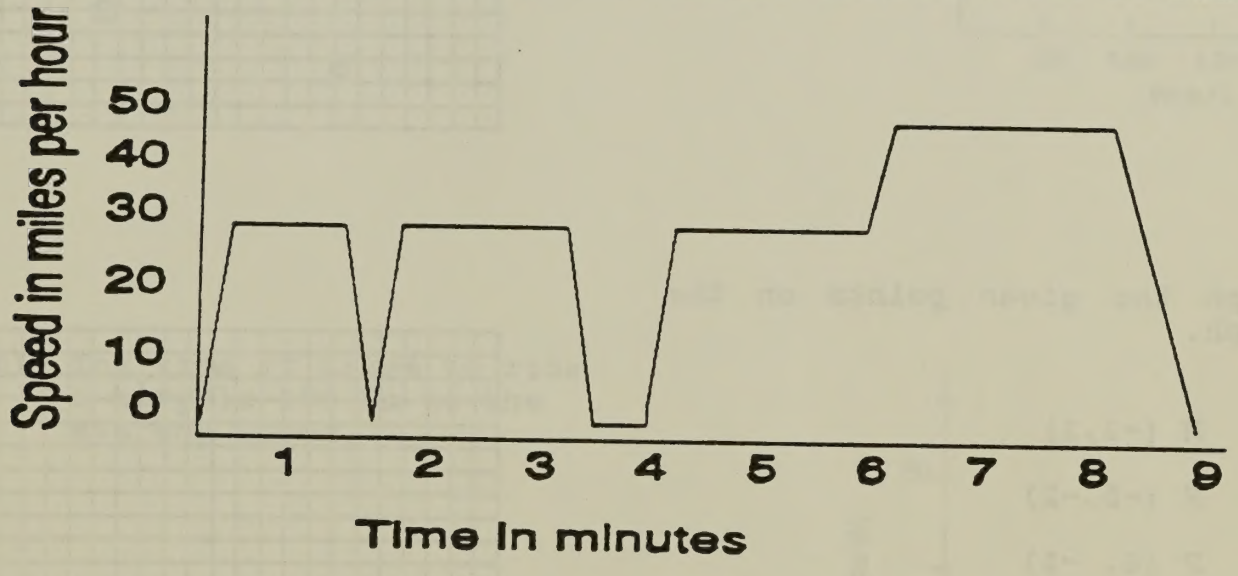


CONTINUE TO NEXT PAGE

man is driving from home to work. The graph shows his speed at any time during his nine minute trip. Make up a story about his trip to explain the graph.

Include in your story -

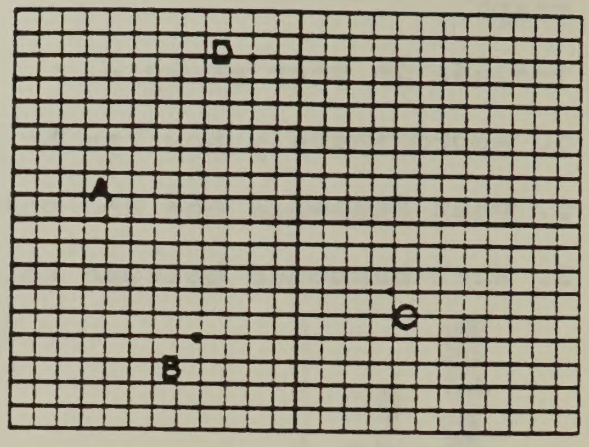
1. Approximately how far he lives from where he works.
2. What happened one and one-half minutes after he started.
3. What happened between three and one-half minutes after he started.



GO BACK TO LEARNING GUIDE COVER PAGE

MAT2G UNIT 13 - PRETEST

1. State the co-ordinates of the given points.



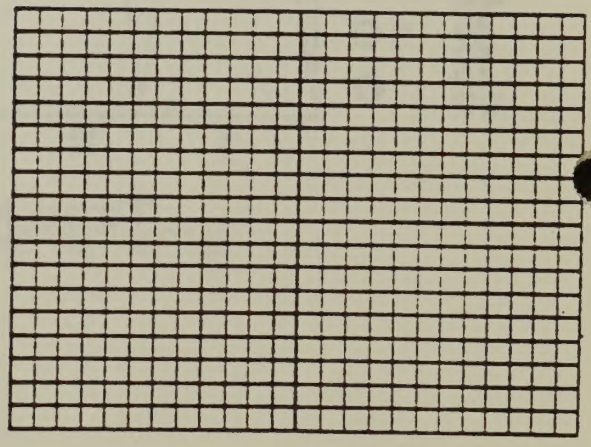
A

B

C

D

2. Graph the given points on the graph.



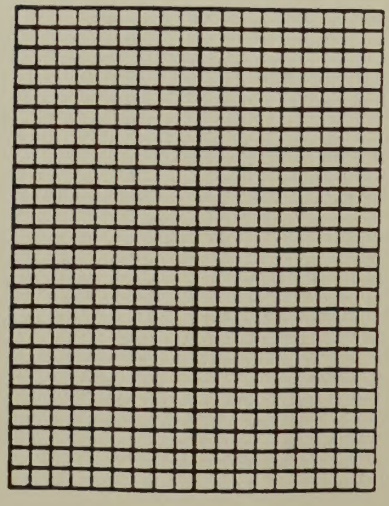
A) M (-2,3)

B) N (-5,-2)

C) P (6, -1)

D) Q (0,-3)

3a) List 4 ordered pairs in which the y co-ordinate is twice the x co-ordinate.

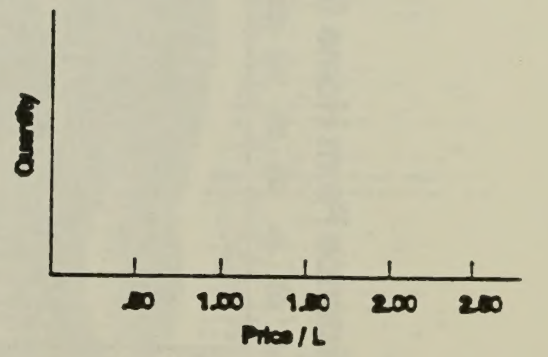


b) Graph the ordered pairs of part (a).

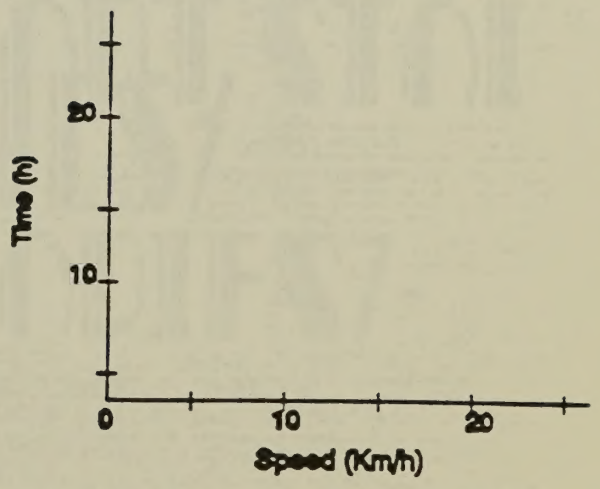
CONTINUE TO NEXT PAGE

4. Sketch a graph of the following:

a) The quantity of gasoline consumed in Canada related to the price/litre.

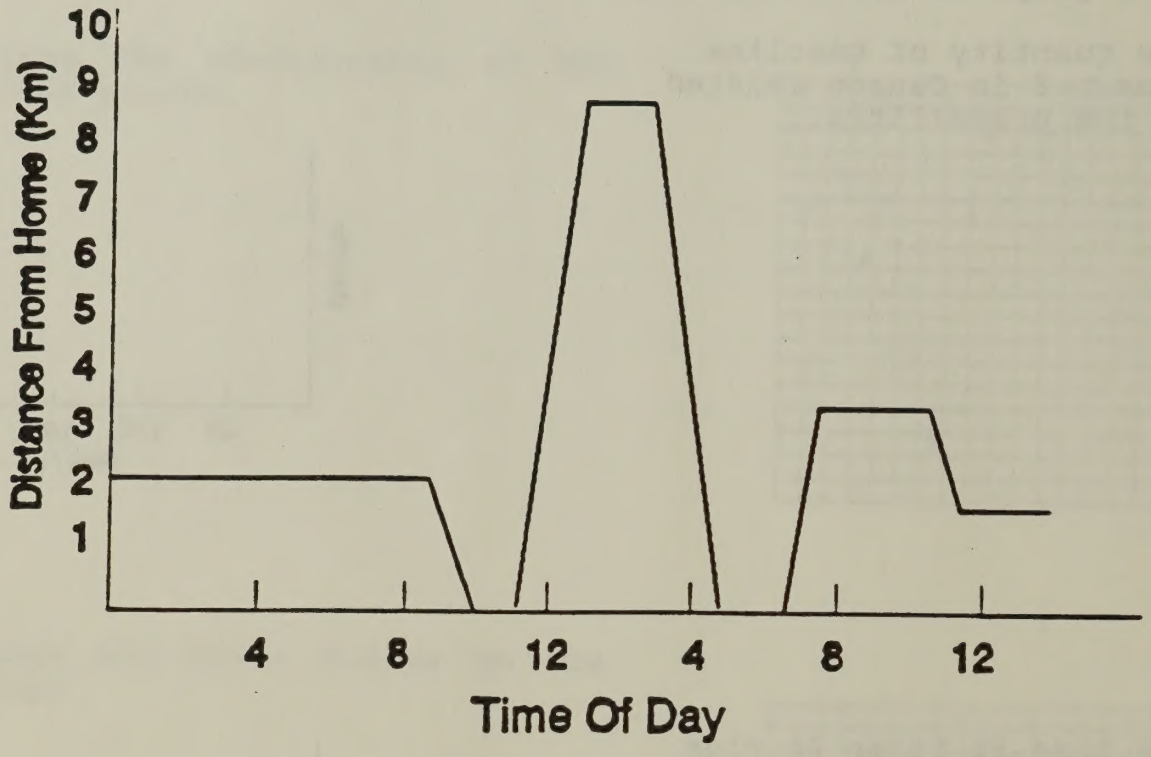


b) The time it takes to ride a bicycle 100 Km to the average speed.

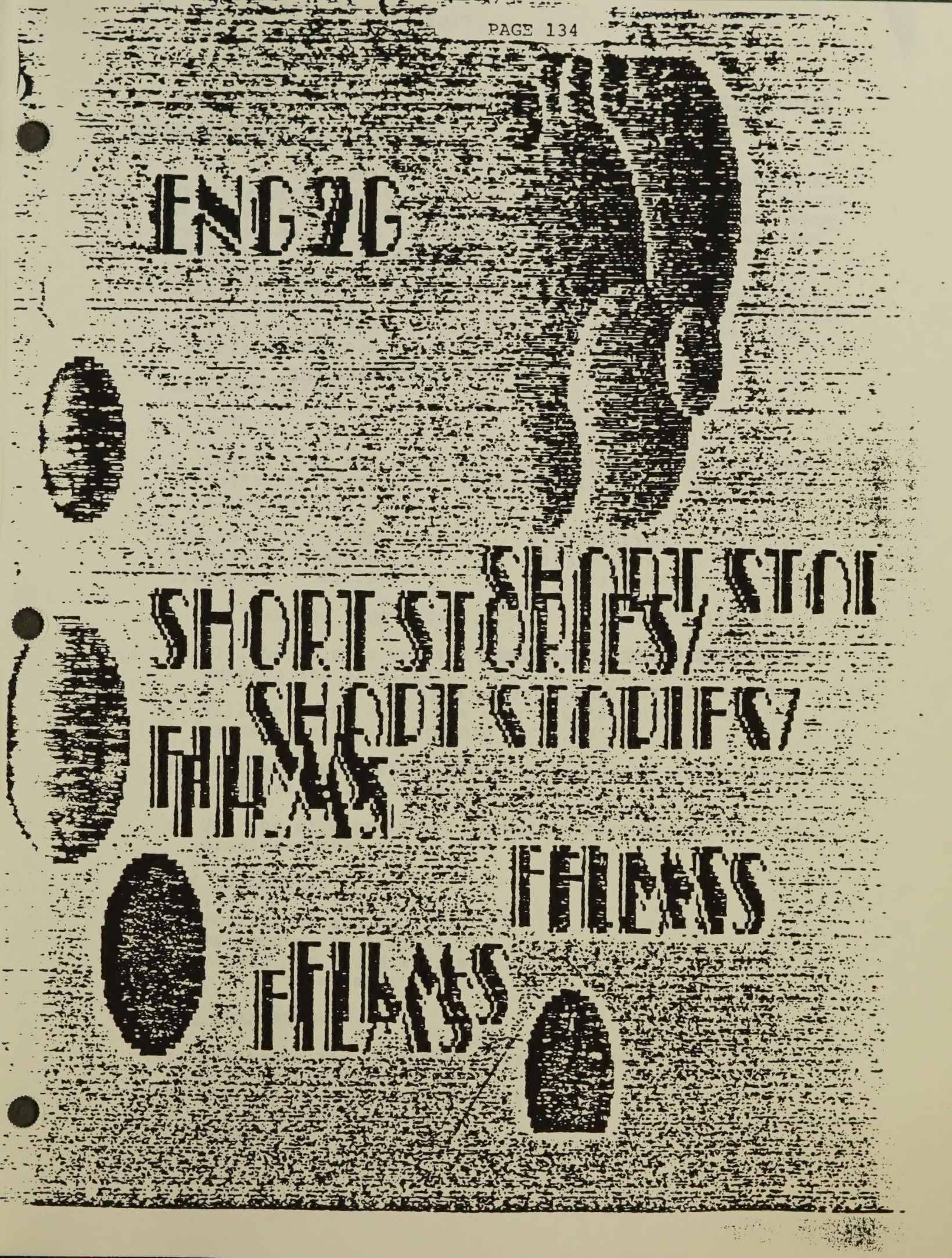


CONTINUE TO NEXT PAGE

5. Write a story to explain the following graph:



GO BACK TO LEARNING GUIDE COVER PAGE


ENGAG
SHORT STORIES
SHORT STORIES
FILMS
FRIENDS
FILMS

ENG2G

LEARNING GUIDE

SHORT STORIES/FILMS

Value: 5 Units

Time: 5 Weeks (25 Hours)

Prerequisite: Introduction Unit

ENG2G SHORT STORY/FILM LEARNING GUIDE

I. A WORD TO THE STUDENT

In this unit you will be asked to read a number of short stories and to view two films based on short stories. The questions which you will be required to answer concentrate mainly on elements common to most short stories which you will be expected to know and identify in literature and film. There are also three written exercises, a research project and two group oral/drama activities. Be certain to read the instructions for each assignment carefully and, if you have any questions, see your teacher **BEFORE** you begin.

II. OBJECTIVES

You:

1. Should know and be able to recognize and analyze the following terms associated with the short stories and films in this unit:

a)plot	d)atmosphere	g)resolution	j)irony
b)character	e)conflict	h)flashback	k)contrast
c)setting	f)climax	i)foreshadowing	l)theme

2. Will expand your vocabulary.

3. Will be able to write an expository paragraph, a short summary and an original short story.

4. Will do research in the Learning Resource Area with practice on the Electronic Encyclopedia.

5. Will work with other students to create and perform original oral and dramatic skits.

6. Use the word processor to write, save and print your original work.

III. RESOURCES

1. Your Voice and Mine (2)
2. Responding to Reading (B)
3. Films: "To Build a Fire"
   "The Veldt"

IV. EVALUATION

1. Questions and Vocabulary Exercises-20%
2. Writing Assignments-30%
3. Library Research Project-10%
4. Group Activities-20%
5. Test-20%

2GSS

IV. ASSIGNMENT CHECKLIST

Assignment Description _____ Date Completed _____ Mark

1. Questions/vocabulary exercises on the following short stories/ films:

a) Priscilla and the Wimps
b) Louisa, Please Come Home
c) The Hand
d) Dicey's Song
e) The Moustache
f) To Build a Fire
g) The Veldt

2. Summary of ONE of the above

3. Paragraph on Adolescence

4. Group activity on Groups at Westmount

5. Oral interview OR Anger skit

6. Research assignment in pairs on Conflict

7. Original short story

8. Test

ENGSSU

I. INTRODUCTORY LESSON

You are asked to attend a large group lesson where you will be required to tell about a personal experience or an experience that you have read or heard about that you think other students will find interesting or amusing. If you are uncertain about what is required of you in this lesson please see your teacher in advance. You will be marked on your willingness to take an active, positive role in this lesson.

After you have participated in the above lesson you will be working individually and in small groups for the remainder of the learning guide. You may choose to complete the assignments in any order but you are expected to show your teacher that you are making satisfactory progress working through the learning guide by handing in completed assignments on a regular basis (every 2-3 days). If you fail to do so your teacher will contact you through your TA and you will have to account for your lack of progress.

You will not be allowed to write the unit test until after you have handed in all the assignments in #1 on the assignment checklist. Just a reminder that you should spend approximately 5 weeks on this unit.

Dates and Times for the showing of the two films in this unit will be posted in the English Resource Area. It is your responsibility to sign up for and attend these showings. It is expected that you will complete and hand in the assignments on the films before you leave the film viewing area.

"Priscilla and the Wimps"

Text: YOUR VOICE AND MINE p. 36

Answer the following questions in complete sentences. Make sure you connect your answer to the questions asked. The numbers in parentheses tell the number of marks the question is worth.

1. Briefly explain the **conflict** at the school that forms the background for this story.(2)

2. (a) **Contrast** the gang's appearance to that of Monk Klutter's. (6)

   (b) What does this contrast tell you about the kind of leader Monk is? (2)

3. (a) Write down exact words and phrases from the story where the author associates the gang with snakes. (5)

   (b) Why has he made this association? (2) You might read Genesis III, 1-19 if you need help. Your teacher will have a copy.

4. Why would Priscilla and Melvin be considered an "odd couple". (2)

5. What mistake did one of the gang members make? (1)

6. How did the meeting between Monk and Priscilla end? (2)

Content 22 + Form 2 + Conventions 6 = 30 marks

VOCABULARY

Look up the following words in the dictionary and write the meaning of the word as it is used in the story.

Page 36 subtle
bar (v)
malnutrition
lacerations

Page 37 bionic
wittiness

Page 38 fate

R93SSLG.2G

ENG2GSSU

SHORT STORY/FILM SUMMARY

This summary should be written only after you have finished the questions on all the short stories and films.

Write a summary of **ONE** of the short stories or films in this unit. Your summary should be between **125-150** words long and should begin with a proper topic sentence that summarizes the main development in the plot of the story/film.

Avoid using the following format in your summary: At the beginning of the story, toward the middle of the story, and at the end of the story. This makes for monotonous reading.

PROCEDURE

1. Prepare a point form outline for your summary, along with your topic sentence, and discuss this with your teacher before writing your summary.
2. Write a preliminary draft of your summary and discuss it with your teacher.
3. Type your final draft on the word processor, save it on your disc and make a printout for your teacher.

EVALUATION

1. Outline/ rough draft-3
2. Good Copy -7

ENG2GSSU

ADOLESCENCE PARAGRAPH
5 MARKS

Begin this assignment only after you have completed and handed in the questions and vocabulary exercise on "The Moustache".

Adolescence has been called the" best of times" and the "worst of times". What do you think? Before you begin your paragraph make a chart in which you list the "Good" and the "Bad" points of this period in your life. Then decide whether you think it is the best OR the worst of times and start your paragraph by writing a sentence expressing your point of view. The rest of the paragraph should include the points that you have listed in your chart. Your paragraph should be from 5-7 well written sentences in length.

EVALUATION

1. Chart-1
2. Paragraph organization and style-4

ENG2GSSU

GROUP ACTIVITY- GROUPS AT WESTMOUNT
10 MARKS

This activity should not be begun until **after** you have completed the questions and vocabulary exercise on "Priscilla and the Wimps" and the questions on" Dicey's Song".

Work with 2-3 other students (4 maximum) and prepare a skit that illustrates one or two easily identifiable groups at Westmount. Your skit should last from 2-3 minutes and should be videotaped OR performed live before an audience. If you select a live performance, please tell your teacher so he/she can round up a small audience and decide on a location.

No matter what format of presentation you choose, you should attempt to illustrate the following characteristics of the group(s):

1. styles (hair, clothing, accessories)
2. activities/interests
3. musical preferences (if appropriate)
4. Use of words (slang terms) especially associated with the group (profanity should be avoided)

Before you begin your performance hand in to your teacher on a piece of paper the group's characteristics that you will be illustrating in your skit.

EVALUATION

1. Identification of characteristics-3
2. Performance-7

ENG2GSSU

ANGER SKIT/ORAL INTERVIEW
10 MARKS

Complete only ONE of the assignments on this page. The Anger Skit should only be attempted after you have completed and handed in the questions and the vocabulay exercise from "The Hand" while the Oral Interview should only be taped after you have finished and handed in the assignments on all five short stories.

I. ORAL INTERVIEW

With a partner conduct an interview with one of the main characters in the short stories in this unit. The interview should be centered around what the character has learned from the experience in the short story in which he/she appeared. The interviewer should begin the interview by introducing the character as if the interview was being conducted on a radio talk show. As a lead into this introduction, the interviewer should identify the character and the short story.

The interview should be taped and last from 1&1/2 to 2 minutes. The interviewer should ask the character at least 5 questions relating to the character's experience in the story and what the character has learned from this.

Characters

1. Monk Klutter (revived)
2. Dicey
3. Louisa Tether
4. Geron
5. Mike

OR

II. ANGER SKIT

Work with 2-3 other students and make up a situation where an individual becomes angry because his/ her goal (desire) has not been met. Videotape 2 skits of approximately 2&1/2 minutes each. In the first skit show the individual's frustration turn into anger and prevent him/her from obtaining his/her goal. In the second skit show the individual successfully coping with his/her frustration and achieving his/her goal.

No matter which of the assignments you select you must prepare and hand in a written dialogue of at least ONE page along with your taped performance.

EVALUATION
1. Written dialogue (proper form, style)-3
2. Performance (originality, clarity, length)-7

ENG2GSSU

CONFLICT RESEARCH ASSIGNMENT
10 MARKS

This assignment should be begun after you have completed and handed in the questions on "Dicey's Song".

You must complete this assignment with a partner. Each pair will be assigned one of the individuals or groups of individuals referred to in "Dicey's Song" that are listed below and will research the answers to the four questions that follow this paragraph. Each individual must write out the answers and the two answer papers should be stapled together and handed in for marking. Answers should be in complete sentence form and should be clearly numbered.

1. Why is this individual (these individuals) famous in history?
2. Identify the setting (time and place) that is the background for the individual's (s') conflict with his/her (their) society.
3. Explain in detail the reason for the conflict.
4. What was the result of the conflict a) on the individual(s) and b)his/her (their) society.

St. Paul
John the Baptist
Joan of Arc
Moses
The Suffragettes
The people who ran the Underground Railroad
John Wilkes Booth

EVALUATION

1. Content (accuracy and thoroughness of your information)-7
2. Style (sentence structure, grammar, spelling)-3

ENG2GSSU

ORIGINAL SHORT STORY
15 MARKS

You should not begin this assignment until you have finished and handed in the questions on "Louisa, Please Come Home".

Mrs. Tether sent her plea to her daughter over the radio. Similar messages often appear in the "Personal" columns of local newspapers. Below are some messages that might appear in any paper:

1. Would the girl wearing the red ski jacket who was in the record store please call Mike at 385-5395.
2. Lost: gold locket. Great sentimental value. Reward offered. Contact Lisa at 527-5092.
3. Happy Birthday, Ron. Wherever you are. Erin.

What might be the story behind each of these messages?
What do you imagine the individuals would be like?
What might have happened to have caused the ad to be placed?
What might be the outcome of the story?

Select ONE of the above messages OR make up a message of your own and use it as the basis for an original short story from 275-300 words long. Be certain to include some dialogue (direct spoken words) and to paragraph frequently. The title of your short story should be the message that you have chosen to write about.

PROCEDURE

1. Write a rough draft and discuss it with your teacher. Make note of any suggestions that he/she might make to improve your final draft.
2. Write your final draft on the word processor, store it on your disc and print out a copy for your teacher.
3. Hand in both your rough draft and your printout.

EVALUATION

1. Rough draft and conference with teacher -5
2. Final story (originality, length, paragraphing, -10 dialogue, evidence of changes from rough draft, sentence structure, grammar, spelling)

Hamilton Board of Education,
100 Main Street West,
Hamilton, Ontario
1993 03 09

To the Chairman and Members,
Operations Management Committee,
Hamilton Board of Education

Ladies and Gentlemen:

ELEMENTARY/SECONDARY

I have the honour to present the following recommendations for your approval:

(a) That 40 students from Hamilton Middle and Secondary Schools participate in a trip to Fort Erie, Buffalo, New York, 1993 03 31 (Wednesday), to explore aspects of Black History in North America, through an exchange with Buffalo students and visit historical sites related to the Underground Railroad.

(b) That the following trip requests be approved:

(i) Centennial, Grades 4-5, Outdoor Education, Valen's Conservation Area, 1993 06 17-19 (Thursday to Saturday)

(ii) Gibson, Grade 5, Brock University, 1993 06 15-16 (Tuesday to Wednesday)

(iii) Hess Street, Grades 5-6, Outdoor Education, Valen's Conservation Area, 1993 06 08-09 (Tuesday to Wednesday)

(iv) Queen Mary, Grades 6-8, Outdoor Education, Camp Wanakita, 1993 06 16-19 (Wednesday to Saturday)

(v) W. H. Ballard, Grade 8, Ottawa, 1993 05 12-14 (Wednesday to Friday)

(vi) Sir John A. Macdonald, Grade 9-OAC, Track Meet, Mansfield, Ohio, 1993 04 15-17 (Thursday to Friday)

(vii) Sir John A. Macdonald, Grade 9-OAC, Track Meet, London, Ont., 1993 04 22 (Thursday)

(viii) Sir John A. Macdonald, Grade 9-OAC, Track Meet, Sudbury, 1993 04 30 (Friday)

(ix) Sir Winston Churchill, Special Needs, Outdoor Education Valen's Conservation Area, 1993 06 01-03 (Tuesday to Thursday)

(x) Westmount, Grades 10-OAC, cultural exchange with English student-musicians, Horsham, England, 1994 04 09-18 (Saturday to Tuesday)

Respectfully submitted,

D. W. Goodridge
Director of Education
and Secretary

cv

1

Presentation for consideration -at the March 9,1993 meeting of the Board of Education for the City of Hamilton Operations Management Committee:

The purpose of this presentation to the committee if twofold.
In so far as it is difficult to acertain which of the two issues is of most import to trustees, I will begin with a short outline of the inequities which exist in the board's admission policy for middle school program in Hamilton.

Specifically, I refer to the exclusion of Grade 6 students enrolled in Strathcona, Hess and Prince George public schools from a program which is available to all other students (French immersion students at one school excluded) in the city.

Strathcona students have historically had the option of finishing Grade 6 and graduating or dispensing with the final year and moving on to Ryerson Middle School at the end of Grade 5. The decision was left up to parents until it was arbirtrarily and without warning taken away as an option. In fact, the only way we found out our daughter Sally could not attend Ryerson in 1993 was by chance at the beginning of this school year when someone at the school off-handedly mentioned that admission to Ryerson was no longer possible for Hess Street and Strathcona students. To the best of my knowledge no formal notice of this decision was ever announced to parents by either the school or board administration.

The second, and equally perplexing issue, is the way in which your senior management chose to deal with this matter once they were made aware of the discriminatory admission policy on Sept. 4, 1992.

On that date I contacted your then Director of Education, Keith Reilly, to point out that my daughter Sally's education had always been premised on her attending Ryerson so she could take advantage of the full middle school program and environment.

After venting my frustration with the director and making it clear that it was unacceptable that Hess and Strathcona schools be arbitrarily excluded from Grade 6 admission, he passed the ball to Superintendent of Schools, Murray Quinn, who waited until Sept. 9 to call. Unfortunately I missed his call at 3.05 p.m., but I promptly called back. In fact I left four messages that afternoon. The next day a message was left at my office indicating someone from the board would contact me on Monday, Sept. 14. On Monday, area supervisor Thompson called to say that Mr. Quinn was in hospital with kidney stones.

I reiterated my concerns about the policy change to Mr. Thompson, who assured me he would investigate and discuss the issue with Mr. Quinn and Mr. Reilly and get back to me. He asked me how I would prefer to see the matter handled and I suggested we take care of the matter without "starting a war".

I waited until Oct. 29 before I called Mr. Thompson again.

During our conversation Mr. Thompson made it clear that he had taken my concerns back to Mr. Reilly and was told that should the enrolment levels remain constant or as high as forecast, Sally could not attend Ryerson. Mr. Thompson agreed the children from Hess and Strathcona were being discriminated against. But, he said, the Ministry of Education wouldn't permit another portable classroom at Ryerson.

I suggested a classroom could be set up in all of Ryerson's feeder schools to create a split 5/6 classroom and allow less advanced students to stay in a more comfortable environment. Mr. Thompson replied that, historically, such things were not done.

Mr. Thompson said he hadn't spoken to any of Sally's teachers and that he was unaware if she was a student who would flourish in a more advanced form of education at the Grade 6 level. He then tried to persuade me that the educational opportunities afforded Grade 6 students at Strathcona were similar to those enjoyed by students at Ryerson. We should all know that the resources at Ryerson are virtually unlimited compared to those at Strathcona.

Mr. Thompson admitted that he didn't know how many Grade 6 students are currently enrolled at Hess and Strathcona (surprising, considering he's area superivisor) and that he had, in fact, done no more than take my original complaint back to Mr. Reilly. He said that if I wished to appeal

to the board for redress and raise a fuss in the press about the discrimination against these students, that I should do so. He suggested that at such time some action might result if the trustees felt sufficiently pressured to do so.

Mr. Thompson told me that a test to see which students would benefit most from Grade 6 entry into the middle school program was out of the question because the board viewed such tests as discriminatory. When I suggested setting up arbitrary boundaries was equally discriminatory, Mr. Thompson agreed, but added that nothing could be done because it was legal.

After a lengthy discussion with Mr. Thompson, he finally suggested that Mr. Quinn call me immediately. That was at 2.30 p.m. Oct. 29 .

When Mr. Quinn failed to return my call, I contacted Jack Berryman with the Ministry of Education. He said Mr. Thompson was wrong to suggest the Ministry wouldn't permit additional portables at Ryerson. He empathized with my plight and, as an experienced middle school principal from Etobicoke, he felt the middle school program was the most workable and desireable. He said it was the best educational model for most early adolescents because putting these students into a school for just Grades 7 and 8 was too short a time for them to adjust as well as they might during three years in one location. He agreed it wasn't in Sally's best interests to be parachuted into Ryerson at the Grade 7 level. He suggested administrators of the Hamilton board have several ways to rectify the discrimination against one group of students.

Mr. Berryman said the Identification Placement Review Committtee placement process could be used to determine if Sally deserves special treatment by the board. Of course I am not seeking special status for my daughter – just the same educational opportunities afforded all but a handfull of students in your system.

Murray Quinn called Friday, Oct. 30. I asked him for a report outlining which schools act as feeder schools for Ryerson, how many Grade 6 students they contained and how many are in the same boat as children at Hess and Strathcona (ie. J/K to Grade 6 and excluded from early middle school admission). He said that information would be containted in the accommodation report he was in the process of preparing.

He promised I would receive the complete report by January and he suggested I arrange to appear before this committee.When I told him about my conversations with Mr. Thompson, Mr. Quinn said Mr. Thompson had no business making any such comments. This begs the question of why Mr. Thompson was put on the job in the first place particularly since he had no authority to do anything, according to Mr. Quinn.

I told Mr. Quinn I was concerned about the board administrators' delay in dealing with this problem. In fact, had I not taken the initiative to call back, it was quite conceivable that I would never have received a reply regarding a very serious matter.

Mr. Quinn said he saw nothing wrong with Mr. Thompson's failure to report back to me as he originally promised six weeks earlier even though a decision had clearly been made to do nothing about my concerns. Mr. Quinn also attempted to convince me that Strathcona Grade 6 wasn't that different from Grade 6 education at a middle school. He cited, for example, Strathcona students enjoy core French and being shipped out of the school, from time to time, for Home Economics. He also compared the music lessons (my daughter currently studies violin at Strathcona) to being a full-fledged member of the Ryerson school band.

When I asked why Strathcona and Hess were the only two schools where Grade 6 children were forced to stay in a homeroom setting virtually the whole day, he countered that there was a French immersion Grade 6 in a similar situation elsewhere in the city. I pointed out that French immersion was such a hot issue with parents that it was probably at their request that this situation existed. I also pointed out that since French immerson is an optional program it wasn't fair to compare the two situations.

I pointed out to Mr. Quinn that one Grade 6 student was transferred out of Strathcona this year because she was too much a problem. He said that was a "principal to principal" matter about which he had no knowledge. I have since learned that a student from Ryerson was transfered to Strathcona because he/she was having difficulties adjusting to the middle school.

I again asked Mr. Quinn for a breakdown of how many Grade 6 students were denied access to a middle school. He said he had 27 schools to consider and could not answer. I requested a

breakdown for the entire catchment area for Ryerson complete with distances students must travel to get to the school . I explained that my daughter has always been in the lower grade of split level classes at Strathcona (except for one year) and she faced the prospect of spending a second year with the same teacher while her peers and friends in Grade 6 moved on to another school. Mr. Quinn was told that my wife Kerry and I premised our decision to put Sally in the 5/6 this year on the assumption that the middle school program was open to all students in the system. I reiterated that I felt Mr. Quinn's actions and those of the administration were discriminatory and he took exception. I retracted my statement but only so far as to say it was the system which was discriminating against my daughter, if not Mr. Quinn directly.

I called Mr. Reilly immediately after that Oct. 30 conversation. Despite an urgent message, he didn't get back to me until 2.20 p.m. Nov. 4. I indicated I would like to appear before this committee to discuss the accommodation issue. He suggested I wait for the accommodation report to be completed by Mr. Quinn in January and we agreed my appearance before the February meeting of this committee would give Mr. Quinn ample time to prepare his report.

But Mr. Reilly didn't tell me he was retiring in January and therefore was no longer part of the decision-making loop. I learned that from the Hamilton Spectator. I called Mr. Quinn on Jan. 4 and asked his secretary to have him call me about the accommodation report. I called Mr. Reilly at 11 a.m. Jan. 6 to find out why Mr. Quinn didn't call. I couldn't reach him either. I called Mr. Quinn's office Feb. 1 and was told a synopsis of the accommodation report was being sent to my home.

What I received was a two page letter (attached) that vaguely responded to my concerns but gave no clear indication whether my daughter would be attending Ryseron. I called Mr. Quinn's office on Thursday, Feb. 4, 1993 and was told by the woman who said she typed that letter that it was quite clear Sally could not attend Ryerson.

Everyone I have consulted with agreed the letter said no such thing. In fact, anyone unfamiliar with board reports would conclude that since Ryerson is at 93 per cent capacity, it would appear there's room for more students.

As you can clearly see from the letter I received, Mr. Quinn did not begin to provide me with the information I needed to make any meaningful submission to this committee.

I had to virtually demand an appointment with Don Gooderidge, the new director of education, when I called his secretary. We arranged to meet Monday, Feb. 8. We had a 45 minute meeting at which time he requested that I meet face-to-face with Mr. Quinn. Despite my protests that such a meeting would prove fruitless, I agreed to do anything they suggested to settle this dispute.

I detailed all of my concerns when I met with Mr. Quinn for more than an hour on Wednesday, Feb. 10. I suggested several ways to make the middle school program accessible to all Grade 6 students, but he refused to discuss any of them.

I told Mr. Quinn that his letter was devoid of solutions to serious accommodation problems for the area which promise to get worse during the next four years. He's working on the premise that should enroment projections hold true, an addition might be permitted at Ryerson some day. At best his solution to the overcrowding at Ryerson will begin in 1997, but Mr. Quinn didn't state one way or another whether the addition would be large enough to accommodate Grade 6 students from Hess St. and Strathcona schools.

The reason I have bothered to chronicle the events as they unfolded is simple. Mr. Quinn told me during our face-to-face meeting that it takes at least **NINE** months to acquire a portable classroom.

You can understand my frustration now that your senior administrators have put me off until it's too late to do anything but complain to elected officials about this discrimination (provided portables are the only workable solution).

Mr. Quinn must have ordered or requested the second portable for Ryerson (see attached letter) in advance of dealing directly with me and learning of my concerns. Despite the seriousness of this matter, your senior staff didn't see fit to report (to the best of my knowledge) my concerns to any trustee. They certainly did not inform parents about the change in policy.

You can also imagine my surprise to learn – after I finally received a copy of the accommodation report Mr. Quinn had said he was writing – that it was a document made public in June, 1992.

Mr. Quinn may or may not have been writing an accommodation report as he claimed in January, but her certainly fobbed an old report off on me after keeping me dangling for months.

There's no mention of the lack of middle school involvement at the Grade 6 level for almost 100 children in Area I in the June 1992 accommodation report either. Constrast that with the Area 4 report which states a new middle school, with a capacity of 400, is needed, to accommodate students from the two J/K to Grade 5 schools whick will also be needed for the area by 1995.

Surely this proposal for a new school of this size indicates your commitment to the middle school concept. The request for two J/K to Grade 5 schools continues a shift away from the J/K to Grade 6 in which my children are now trapped.

So I am appearing before you in March fighting for Sally's right to the same educational opportunities my brother's children will receive – all because they live north of Aberdeen Ave. (also a good distance from the school).

I'm also fighting to ensure my daughter Justine, a Grade 3 student at Strathcona, can attend Ryerson when she hits Grade 6.

All of this bureaucratic delay, however, means nothing will be done until 1997 – one year too late for Justine to take advantage of three-year program as well.

I would like to know why I was kept waiting more than four months to receive a six-month-old report while being told new figures were in the works.

The Hamilton Board of Education is providing one level of education for children living north of King Street and a different level for those living everywhere else.

This is supposed to be a public educational system, one equally accessible to all.

The board moved quickly to accommodate the needs of parents who lined up overnight to register their children to the French immersion program. I am requesting similar considerations for our students.

I am asking the board to open up Dalewood or Ryerson in the upcoming years to accommodate my children, and any others who would benefit greatly from this innovative and successful program. The students at Prince George deserve the same consideration, for that matter, as do the French immersion students at Sanford Avenue.

Mr. Quinn tried to downplay the merits of Hamilton's middle school program by suggesting it was still being worked on during principal meetings. Ironically, as the education reporter in Etobicoke, I recently read a report from some educators who visited your middle schools and reported them to be a resounding success. Is it any wonder that Mr. Quinn is hard to take at face value when a citizen who is truly concerned for all the students in Area 1 is looking for alternatives while he simply pays lip service to making the same effort?

The system as it stands today is unfair. It's not equally accessible. The simplest solution would be to make all feeder schools for Ryerson offer a split 5/6 class and allow parents the option of keeping their children back for a year of homeroom seasoning in Grade 6 if they lack the maturity necessary to thrive at the middle school level. Such a move would at least allow those of us who feel strongly about Grade 6 entry into the program to line up and register our kids on a first come, first served basis (as did the French immersion parents at one time).

But even this proposal will have to wait a year to be considered because your chief administrators kept delaying my requests for action while promising details which were never to materialize.

To continue, there is also the issue of what to do with Central Public School once the insurance company renting the second floor vacates in 1995. It's truly unfortunate the lease didn't include an escape clause – Etobicoke has a 30 day clause – should the building be needed for educational purposes. Surely, if you approached your tenants and explained your dilemma, some arrangement could be worked out.

There's also the matter of Allenby Public School, which has a rated capacity of 37 per cent (plus two nursery schools which rent by the month). Ryerson is virtually visible from Allenby (Hunter Ave.) Is it impossible for imaginative educators to figure out a way to make room for our Grade 6 students by adding Allenby to the Ryseron program? No extensive rennovations would be needed if Allenby offered English, History, Geography or any other study programs not requiring extensive equipment.

Enrolment figures through 1996 (based on the 1992 report) show Allenby's enrolment rising from the current 91 to 105, so the school will continue to be grossly underused (at taxpayer expense) while trustees find funds for up to three portables at Ryerson by the same year.

Hardly sound fiscal management.

To further complicate the Area 1 accommodation report, Mr. Quinn premises large enrolment increases on the need to accommodate a 375-unit housing project on the Lapp property. Hamilton politicians rejected the project and it's now in the hands of the Municipal Board. Unless Mr. Quinn has a crystal ball, how can he be sure the project will go ahead or as originally envisioned by the developer? It's hard for anyone to say when a new building boom will occur.

Since using Allenby as a mini-satellite school would alleviate all concerns about discrimination for Hess and Strathcona it's hard to fathom why it cannot be considered as a viable option to the "We are powerless to do anything" attitude favored by Mr. Quinn.

When I see how quickly French immersion problems have been worked out, I am hard pressed to understand why it is so impossible to allow our Grade 6 students equal access to the Ryerson or Dalewood middle school program. Does your board only take action when pressured by a well organized lobby or are you interested in doing what is just and fair – provide equal educational opportunities for all your students?

I trust the answer is the latter because I am but one man who discovered totally by accident this unacceptable discrimination against a handful of students.

Now other Strathcona area parents are angry they weren't informed of the policy change.

I appeal to you as trustees at this late date because I trusted your administrators who were less than candid.

The public deserves better.

It appears Mr. Quinn did little else but hope the whole problem would go away. It will not fade away.

As Jack Berryman of the Central Region of the Ministry of Education said, there are several ways of making the Hamilton Wentworth Board of Education a public institution equally accessible to all.

It's a sad commentary that a citizen must go to these lengths to correct this discrimination while your highly paid administrators say they can legally provide second rate educational opportunities for those not organized to fight for their rights.

I would be remiss if I didn't mention that from the time I contacted my two trustees, Judith Bishop and Helen Wilson, they were in full support of my position. Ms Bishop was particularly helpful.

Mr. Gooderidge had asked me not to discuss our meeting with the trustees until I met with Mr. Quinn. And he said he didn't want the trustees sitting in on my meeting with Mr. Quinn. I would like to know why. I honored his request, and told the trustees I had given my word not to divulge details of of my discussion with Mr. Gooderidge. But in preparation for my meeting with Mr. Quinn I was dismayed to learn from the principal of Hess Street school that she had been told not to talk to me and to direct all inquiries to Mr. Quinn.

This is a public education system? All I wanted to know was the number of Grade 6 students at the school and how many computers the school contained. Why have I been barred from talking to a principal of an area school?

At the time of writing this letter, by the way, six of Strathcona's 14 computer lab computers are inoperative and every classroom in the school ***except my daughter's*** has a computer (apparently Commodore 64's are too low-tech to be of value to the 5/6 class).

I don't know how many computers Hess St. School has, but I have learned that Ms Simms is not a firm believer in the Grade 6 middle school entry level. But with two full Grade 6 classes, this highly regarded educator has made arrangements to provide somewhat of a better program for her Grade 6 students, certainly more than possible at Strathcona which has a single split 5/6 class.

Prince George has a computer lab with 14 computers and a reading/writing room with eight more computers, plus one for each classroom (according to school secretary).

Earl Kitchener has 15 new IBM compatible computers (ones that presumably all work) plus 15 to 20 C-64s throughout the school (13 grade classes and six kindergartens).

I picked up the accommodation report on Feb. 11 at which time I finally learned which schools fell under Mr. Quinn's juridiction, but still lacked the information about which schools feed Ryerson. I discovered Allenby by driving around trying to gauge the distance figures I had requested from your administrator.

You have already, due to cost-saving measures, taken away my children's gifted teacher and although my wife volunteered to teach the course, it never materialized. Again the students are the losers.

To sum up let me recount how things stand. Every Grade 6 child in your system, except those attending four schools, can attend a middle school to partake in inter-school athletic programs, music and band (at least at Ryerson) and, most importantly, rotation among a variety of specialized teachers in science and technology labs.

The inequity could have been resolved either administratively, as I had hoped, or politicially. But even the political option was denied me by your senior administrators' failure to (a) tell me they were sticking with the status quo and doing nothing short of noting my concerns, (b) inform me that it takes nine months to acquire a portable, thereby making it impossible for me to approach you in time to ask for your consideration in this matter in time for September 1993 enrolment should portable classrooms be the only option to rectify this situation and (c) give me the accommodation report when I first requested the information it contained. I ask again, why did they keep me waiting?

Because of the actions of your administrators and their intrasigence, I'm left with three options if I want Sally to attend Ryerson.

I can purchase a property on the other side of the street so she can attend Ryerson. I can secure for her a legal guardian who lives across the street. My third option is to legally separate from my wife, take custody of my eldest daughter for a year, and move to the other side of Main St.

I'm hoping, of course, that you'll simply rectify this injustice.

Should you find it impossible to help me, then I must tell the 10-year-old girl who keeps asking me if she will be attending Ryerson that the answer is yes, but not for the right reasons.

My hands have been tied by your administration, my options limited to where hypocrisy becomes the name of the game. I do not relish the thought of a legal separation and the consequent move across the King Street boundary, but will take such action if forced to do so.

Mr. Quinn's solution of building an addition to Ryerson by the year 2000 may eventually solve the accommodation problem. Until that time the public education system will remain inequitable.

Every person who hears this story reacts with the same disbelief. There's no question that the kids at Strathcona, Hess, Prince George and Sanford Avenue are being discriminated against. The only question remaining is what you, our elected trustees, propose to do to rectify a situation which has been hidden as if it were some embarrassing monster all the while hoping that the parents in these areas remain quiet and do nothing.

I assure you, now that this issue is finally out in the open, more parents will want to know why their children are excluded from a middle school program in Grade 6, while others are not.

I, like them, eagerly await your reply.

I thank you for your time and consideration.

Ray Panavas
52 Lamoreaux St.
Hamilton, Ont.
L8R 1V1
528-0546

7

I have enclosed the section on the evolution of the middle school program in Ontario from a book I am writing for the Etobicoke Board of Education. As you can see, adding Grade 6 stabilized the Senior School program because the extra year in the same building greatly enhanced adolescent development and improved the academic performance of the Grade 6 students.

CC:
Hamilton Spectator,
CHCH News Department
CHML News Department
Toronto Star
Toronto Sun
Ministry of Education
Hamilton This Month
CHML900/Y95 News Department

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

P. O. Box 2558, 100 Main Street West, Hamilton, Ontario L8N 3L1

Telephone: (416) 527-5092 ext. 507
FAX: (416) 521-2537

Office of Murray Guinn
Superintendent of Schools

February 1, 1993

Mr. R Panavas
52 Lamoreaux Street
Hamilton, Ontario
L8R 1V1

Dear Mr. Panavas:

The following information has been forwarded as agreed. I believe all areas you requested are included.

Number of Area 1 junior schools with with Grade 6 classes: 4

- Hess Street
- King George
- Strathcona
- Sanford Ave. (Fr. Imm.)

Historical Background:

French Immersion was made available to the Hamilton community in 1975. The response to the program clearly showed strong interest in West Hamilton. A program was initiated at Earl Kitchener on a phase-in basis beginning with Senior Kindergarten in 1975, to be expanded annually (i.e. 1976—SK & Gr. 1 etc.). By 1979, it was clear that Earl Kitchener, as a dual track school, would soon need relief. At the same time, the enrolment in the Senior School program (Gr.6–8) was declining. In September 1979, 23 of the Grade 6 Earl Kitchener students were transferred to the Ryerson program. In September, 1980, all Grade 6 students (48) were transferred to Ryerson leaving Earl Kitchener a JK–5, dual track school. Hess and Strathcona have remained JK–6 throughout this period.

Current Data:

You requested current and projected enrolment figures and school capacity figures.

Middle Schools:	Enrolment 91/92	Projected 92	93	94	95	96
Dalewood	336	361	362	391	416	418
Ryerson	387	400	442	445	470	475

Junior Schools:	Enrolment 91/92	Projected 92	93	94	95	96
Earl Kitchener	482	462	463	454	455	461
Hess Street	437	433	425	420	407	415
Strathcona	246	252	258	259	262	266

Capacity:

Using the Hamilton Board of Education capacity formula, the following data appeared in our 1992 Accommodation Report:

- Dalewood.....86% of capacity
- Earl Kitchener.....102% of capacity
- Hess Street .....89% of capacity
- Ryerson.....93% of capacity
- Strathcona .....89% of capacity

To consider:

1. There are 2 portables currently on site at Dalewood and 1 on site at Ryerson with a second requested for September, 1993.

2. Capacity calculations may indicate available space in a particular school when one considers a classroom could hold 30–35 students. However, many classrooms house Special Education programs which may mean as few as 8 students are instructed in a particular classroom. While this might appear to indicate that total student enrolment is below H.B.E. capacity, the reality may be that the classrooms are all in full use.

Both Dalewood and Ryerson house a variety of Special Education programs. Our board attempts to locate these programs in the neighbourhood schools where the need is indicated so that most classes are filled, to a large extent, by students who live within, or near, the school catchment area.

I believe the above information covers the areas you identified when we spoke earlier this year. I appreciate your patience as events during the fall term pushed forward the timeline for getting this to you.

Should you require further information with respect to accommodation, I would refer you to Owen Jackson, Research Dept.

Sincerely,

Murray Quinn
Superintendent of Schools
Area 1

iv

*** *All data provided is drawn from the 1979 and 1992 Accommodation Reports.*

[illegible]

Besides the addition of a new education centre and the amalgamation of the Lakeshore school boards, the late 1960s were significant because they marked the beginning of Etobicoke's middle school educational experiment.

Middle schools were based on an American model but were unique to Ontario when Etobicoke took the bold step of taking the concept of senior public schools one step further. Rather than limit students to a separate environment for new teenagers entering Grade 7 and 8, the Etobicoke Board decided to let add Grade 6 pre-teens to the educational and social milieu.

The senior school concept in Etobicoke was originally premised on creating centrally located schools with six to ten classes for each grade. The design made allowed for expensive facilities which could not have been possible in regular elementary schools. Research also indicated the child development during these critical years could be better dealt with in a school setting which allowed students to deal exclusively with their adolescent peer group.

Etobicoke's senior schools were modelled after those in Toronto which had implemented senior schools in the early 1950s. Lanor Public School became the first senior school in Etobicoke in 1955 while Bloorlea, built in 1957, was the first senior school built in Etobicoke.

When they were first introduced, senior schools relied heavily on the home room class with students spending half of each day with their homeroom teacher. As time passed, the home room concept changed as teachers began to

specialize in specific subject areas. Teachers and administrators realized the value of having teachers concentrate on subjects so the homeroom teachers was slowly phased out of the senior school program.

Some students began to flounder with the loss of security a home room teacher provided. This development, coupled with the short, two-year duration of the senior school program, forced educators and administrators to look at ways of improving the program.

Lloyd Smith, superintendent of public schools was the man who identified the problem and began to look for a solution. After considerable debate, it was decided to add Grade 6 to the senior school program and Etobicoke's Middle Schools were developed.

It is interesting to note that while Etobicoke decided to solve the alienation problem associated with senior schools by adding Grade 6 students to mix, other boards in Ontario went a different route. These boards chose the junior high school model where Grade 9 students were incorporated into the senior school concept. Today, more and more boards are moving away from the junior high concept and embracing the middle school model.

The opening of Hollycrest Senior School in 1966 provided the perfect opportunity to experiment with the middle school concept. Since its feeder schools were filled to capacity, Hollycrest accepted Grade 6 students. Their progress was subsequently monitored and compared to control groups in traditional elementary schools. The results spoke volumes as research demonstrated significant gains for the experimental group at Hollycrest. Thus in September, 1968, 16 Etobicoke senior schools were converted to middle schools with plans to add five more over the next five years. In some cases, schools became junior middle schools offering Kindergarten to Grade 8 in the same building while still providing middle school programing for students in the appropriate grades.

With the switch to the middle school model came new programming initiatives and opportunities. The

The Hamilton Council of Home & School Associations has for the first time addressed their priorities in education through a collaborative effort of all the Home & School Associations in Hamilton. We recognize with decreased provincial funding and an overburdened municipal tax base that spending cuts and new directions must be taken. It is our concern however, that the quality of our children's education not be sacrificed. It is for this reason that we come here today to provide you with our educational priorities.

Our proposals address concepts that can be implemented both on a system wide basis and within individual schools. We hope that our presentation will give direction to our trustees so that appropriate financial support will be allocated to provide a superior education for our children.

On a system wide basis we believe that the role of the principal , the teacher, and the curriculum must be addressed. Financial support in each of these areas must be maintained in order to provide an excellent educational program.

The role of the principal is paramount. The effective delivery of an excellent curriculum is a direct reflection on the principal. He or she is ultimately responsible and accountable for the learning success of each student. Student assessment through standardized curriculum learning outcomes from class to class and school to school, should be a basis for principal and teacher evaluation. Principals must demonstrate superior leadership & communication skills in order to implement a viable program of ongoing teacher evaluation and accountability. We must ensure that principals are effective and responsive, and therefor it is imperative that principal performance be subject to review and evaluation on a regular basis.

Teachers must be well equipped for their fundamental role in our schools. Their skills need to be continually developed and must include subject expertise as well as a thorough knowledge and understanding of children. Funding must be available for relevant teacher 'inservice'. Can we become more cost effective by examining the process of continuing education of other professionals? Students need a challenging curriculum and superior methodology in its delivery if they are to achieve academic excellence. Regular and ongoing teacher evaluation is crucial. Teacher performance needs to be carefully monitored by principals who must then take appropriate action to ensure that our tax dollars are buying the best teaching skills available. We are concerned that principals and teachers are members of the same federation.

Adequate curriculum resources, both human and material, are critical for effective program implementation. Libraries are essential & must be maintained at an optimum level. Perhaps

school libraries could benefit by cooperatively sharing resources of the public library.

A potential source of considerable savings is the sharing of resources such as curriculum and transportation among school boards. The elimination of duplicated services and resources could substantially decrease expenditures without compromising the quality of education. These kinds of initiatives need to be aggressively pursued. It is the policy of the Ontario Federation of Home and School Associations that there be one publicly-funded school system in the Province of Ontario.

Basic subject content must include and emphasize the fundamentals of language, math and science with a consistent core curriculum in each grade level. In order for each learner's potential to be realized the curriculum must provide music, art, physical education and design & technology in addition to the core subjects. Supplemental programs such as the strings program should continue.

Innovative approaches such as the advisor program can only be an effective learning resource if they are executed appropriately. Principals need to monitor these programs closely to ensure that students are benefiting.

Special Education must provide coordinated & consistent support from grade 1 to O.A.C. Implementation with adequate human & material resources is necessary to fully address the needs of every student.

A total quality management system and review procedure is necessary for effective allocation of Educational Assistants. As it is understood that children will excel only with appropriate support, a collaborative approach by educators & community agencies is essential.

The current French Immersion program starting in Senior Kindergarten should be maintained. Also, the single and dual track systems should be maintained as they presently exist.

The following priorities were identified and varied with individual schools. We believe that these issues can best be addressed through a site-based approach .

1. Junior Kindergarten must meet the needs of the school community. The financial support for J.K. should be a collaboration of all stakeholders to ensure that those needs are met. This includes public, private, and volunteer sectors.

2. Lunchroom programs must be maintained but certainly cost cutting measures such as using senior students and/or teachers and fewer lunchroom supervisors should be explored.

3. Breakfast programs are needed in some schools communities. A cooperative effort among educational professionals, community agencies & volunteers could address these needs.

4. Trip funding should be appropriate to the needs of the school, and should be administered to achieve the most educational value for the lowest cost.

5. Swimming & skating can be an affordable component of physical education programs through cooperation between the City & the School board.

6. E.S.L. in our schools is essential; home support & parenting programs are an important component for successful student outcomes.

7. Good parent communication is beneficial for students, teachers and parents. However, at 'Inner City' Schools this is perhaps even more critical to the success of the students. Parents must understand the school system and have access to counselling , including ESL information, parenting skills, nutrition & pedestrian safety. An information package concerning these issues could be given to the families at the time of registration with appropriate assistance. An information night for each level, - primary, middle & high school could address parents' questions and concerns.
Social skills as well as academic performance of students may be increased by encouraging student teachers, and Co-op students to attend inner city schools.

8. School supplies need to be provided in a prudent manner.

We are all stakeholder in education. Only in working together can we effectively and efficiently meet the growing demands on education. To achieve this requires open honest communication with a strong commitment to and a belief in an excellent publicly-funded school system.

Respectfully submitted,

Eva Riis-Culver

Eva Riis-Culver
President
Hamilton Council of Home and School Associations

URBAN/MUNICIPAL
CA4 ON HBL W26
A35
1993

URBAN MUNICI
APR 1993
GOVERNMENT DOCUMENTS

AGENDA
OPERATIONS MANAGEMENT COMMITTEE
1993 04 06

Confirmations of the minutes of the regular meetings of 1993 02 09 and 1993 03 09.

GENERAL

NEW BUSINESS:

1. Recommendations of the Director of Education - **Page 1**

2. Audited Financial Statement of the Board
   Please refer to separate attached package coded separately CA4ONHBLW26 A56

3. Audited Financial Statement of the Board of Education for the City of Hamilton Foundation **Please refer to separate attached package** coded separately CA4ONHBLW26 A56F

4. a) School Year Calendars - **Pages 2 to 24**
   b) Holiday Schedule for the Education Centre and Secondary School offices - **Page 25**

5. Tenders - Hill Park - Phase I - **Pages 26 and 27**

6. Research Request from the Mayor's Youth Advisory Committee - **Page 28**

7. False Alarms at Recreation Centres and Schools
   - requested by Trustee Orban

8. Correspondence from the Huron County Board of Education - **Pages 29 to 32** regarding General Legislative Grants (referred by 1993 03 23 Board)

ELEMENTARY/SECONDARY

BUSINESS ARISING OUT OF THE MINUTES:

1. Response from the Officials to the Presentation by Mr. Ray Panavas regarding the Board's admission policy to middle schools - **Pages 33 to 36**

2. Delivery Model for the Junior Kindergarten Program
   - requested by Trustee Mason

NEW BUSINESS:

1. Recommendations of the Director of Education - **Page 37**

** 2. Consolidation of Vocational Schools (referred by 1993 03 30 Budget Review)

3. Report of the Special Education Advisory Committee - **Page 38**

**** Please bring your report included in the 1993 03 30 Budget Review Agenda**

Hamilton Board of Education,
100 Main Street West,
Hamilton, Ontario
1993 04 06

To the Chairman and Members,
Operations Management Committee,
Hamilton Board of Education

Ladies and Gentlemen:

GENERAL

I have the honour to present the following recommendation for your approval:

(a) That up to twelve students, one from each composite secondary school, be permitted to attend a Business Education Student Leadership Conference in Bolton, Ontario, 1993 05 11-12 (Tuesday to Wednesday)

Respectfully submitted,

D. W. Goodridge
Director of Education
and Secretary

cv

To: Chairman and Members of
Operations Management Committee
Board of Education for the City of Hamilton
1993 04 06

From: School Year Calendar Committee

Re: 1993-94 School Year Calendar

Report: Information/Decision

BACKGROUND

The first meeting of the 1993-94 School Year Calendar Committee was convened by the Superintendent of Program on March 3, 1993 to review the information outlined in the January 25, 1993 Ministry Memorandum from the Regional Director of Education, Raf DiCecco (Appendix I)

Committee members included representation from Trustees, the Area Offices, the Program Department, Staff Development, Home and School, HTF, OSSTF, AEFO, HSSPC, HPA, Human Resources and Georges P. Vanier Secondary School.

Letters of request from the community and staff along with requests from Committee members were reviewed and discussed to determine appropriate timelines for the proposed 1993-94 School Year Calendar.

A draft School Year Calendar was developed and forwarded to Committee Members and Senior Management for feedback prior to March 22, 1993.

Attached is the final draft of the 1993-94 School Year Calendar submitted by the Committee (Appendix II).

Please note that the Home and School Association requested consideration of the possibility of beginning the 1993-94 School Year on September 1, 1993 rather than September 7, 1993 (Appendix III). The financial implications of this request for the 1993 Budget are included in the Rationale section of the report (Appendix IV).

It is especially important to note, as well, that the School Year Calendar Committee recognized the need for an improved planning process over a longer period of time for our future school year calendars. Consequently, the Committee has requested that meetings regarding the 1994-95 School Year Calendar begin in the fall of 1993, to allow more time to evaluate and plan for potential changes for the upcoming year.

ISSUE

To determine Board approval of the proposed 1993- 94 School Year Calendar.

RECOMMENDATION

That the 1993-94 School Year Calendar be approved .

RATIONALE

Appendix I	Ministry memorandum
Appendix II	Proposed 1993-94 School Year Calendar
Appendix III	Letter from The Hamilton Council of Home and School Associations
Appendix IV	Financial Implications for September 1, 1993 start.

Prepared and submitted by: E. G. Bond
Superintendent of Program

Approved by: D. W. Goodridge
Director and Secretary of the Board

REÇU/RECEIVED
3 -02- 1993

Ontario

Ministry of Education / Ministère de l'Éducation
Central Ontario Region / Centre de l'Ontario

2025 Sheppard Ave. E.
Suite 3201
North York, Ontario
M2J 1W4
(416) 491-0330

2025, av. Sheppard est
Bureau 3201
North York (Ontario)
M2J 1W4
(416) 491-0330

January 25, 1993

R.O. #03/92-93

MEMORANDUM TO: DIRECTORS OF EDUCATION AND SECRETARY-TREASURERS OF SCHOOL BOARDS CENTRAL ONTARIO REGION

SUBJECT: **School Year Calendar 1993-94**

I am pleased to enclose for your use the blank forms for the preparation of the 1993-1994 school year calendars. Sufficient copies are provided to supply one form for each school in your jurisdiction. Extra copies of the form may be photocopied to meet any further requirements you may have.

The policy concerning the preparation of the school year calendars is provided in Regulation 304 R.R.O (822/82). The following outline provides highlights of the regulation:

1. Regulation 304 R.R.O. 1990 (formerly 822/82) provides that school boards are required to prepare, adopt and submit to the Regional Directors of Education, on or before the first day of May, the school year calendar(s) to be followed in the schools in their jurisdiction for the subsequent school year.

2. Subsection 5(1) of the regulation provides that where a school board wishes to adopt a school year calendar that is different from the requirements in section 2 of the regulation, the board shall submit the proposed school year calendar to the Ministry of Education for approval on or before the first day of March preceding the school year.

.../2

3. Subsection 4(3) states that a school calendar shall be accompanied by a general outline of the activities to be conducted on the professional activity days identified on the calendar.

4. For the school year calendar 1993-94, there are 197 potential school days from September 1, 1993 - June 30, 1994. School boards are required to identify a minimum of 194 school days of which there are at least 185 instructional days and no more than 9 professional activity days.

5. The accompanying calendar provides 3 extra days in excess of the minimum of 194 which must be taken either at the beginning or end of the school year.

School boards requesting permission to use modified school year calendars for a school or schools within their jurisdiction are requested to submit a report which describes the decision making process that has occurred at the school board level and indicates that the following matters have been satisfied:

1. Consultation with and agreement by a majority of constituent stakehnolders such as parents, teachers, ratepayers and other members of the community.

2. Consultations with all coterminous and contiguous school boards.

3. The motion indicating that the modified school year calendar has been approved by the school board.

If the requested modification is <u>significant</u> I would ask that you forward the request to your Liaison Officer at the Central Ontario Regional Office.

If you have any questions with respect to these policies and procedures, please contact your Liaison Officer at the Central Ontario Regional Office (416) 491-0330.

Raf DiCecco
Regional Director of Education

Enclosures

Appendix II

1993-94 SCHOOL YEAR CALENDAR

FOCUS FOR PROFESSIONAL ACTIVITY DAYS

Professional Activity days have been allocated throughout the school year in the 1993-94 School Year Calendar to enable teachers to focus on specific program areas.

The Professional Activity days provide designated days for in-school planning and organization along with interface opportunities particularly as they relate to the Transition Years with middle and secondary school staff working together in the implementation process.

The School Plan, established by the principal and staff in every school is a key component in providing effective and accountable program delivery across the system for JK - 12/OAC. Professional Activity Days enable school staff to review and revise the School Plans to meet student needs throughout the year.

The Common System-Wide PA Day for Program offers teachers, clerical, custodial and educational assistant staff opportunities to participate in staff development program to meet their needs in a variety of formats.

Elementary interview days provide face-to-face sharing of information with parents/guardians regarding student progress throughout the year.

The HTF, OSSTF and AEFO PA Days are designated to enable common sharing of information by teachers about changing program initiatives that affect students in the classroom.

Turnaround days in secondary composite and vocational schools include promotion meetings, credit granting and report preparation. Meetings between and among staff to consider placements for special students and exceptional students are part of this process. Evaluation and adjustment of the School Plan as well as interface between middle and secondary school staff will be included in the turnaround process.

Year End Professional Activity Days in elementary and secondary schools include administrative matters related to student planning re: placements, promotions and reporting, department meetings, planning, evaluation and assessment of the school plan, committee meetings regarding the future activity calendar, discipline codes, health and safety etc., professional activity planning by the school team, individual teacher evaluation and planning writing and organizing for the coming school year.

SCHOOL YEAR CALENDAR 1993-94

General Outline of Proposed Activities

Elementary

September	In-School Organization/Planning	Fri., Sept.	24
November	In-School Planning/Interface	Wed., Nov.	10
December	Interviewing	Wed. Dec.	1
January	In-School Planning/Interface	Fri., Jan	28
February	Common System P.A. Day for Program	Mon., Feb.	7
March	Interviewing	Wed., Mar	23
May	HTF Day	Fri., May	13
June	Interviewing	Thurs., June	2
June	Year End	Thurs., June	30

SCHOOL YEAR CALENDAR 1993-94

General Outline of Proposed Activities

Composite Secondary and Vocational Schools

	Teaching Days	Possible Exam Days	P.A. Days	School Days
Semester I - Begins Sept. 7 Ends Jan. 26	84	7	2	93
Semester II - Begins Jan. 31 (for grant purposes) Ends June 23	86	8	7	101
Total	**185** Instructional Days		**9**	**194**

* * * * * *

Thursday & Friday, January 27 & 28	Turnaround
Monday, February 7	Common System P.A. Day for Program
Friday, April 29	OSSTF Day
Friday June 24 and Monday June 27 to Thursday, June 30	Year End

* * * * * *

Ecole secondaire Georges-P.-Vanier

Vendredi, le 22 octobre	Programmation
Jeudi, le 27 janvier et vendredi, le 28 janvier	(Turnaround)
Vendredi, le 13 mai	Journée AEFO
Vendredi, le 24 juin - Lundi, le 27 juin à jeudi, le 30 juin	Fin de l'année

Ministry of Education
Ontario

School Year Calendar
1993 - 94

☒ Elementary ☐ Secondary

School Board: Hamilton

School: Elementary Schools

Approved by (signature of Board Officer)

Legend: H - Statutory School Holiday; E - Scheduled Examination Day; P - Professional Activity Day; ☒ Half Day

Month	Number of Professional Activity Days	Number of Instructional Days	Number of Scheduled Examination Days	1st Week					2nd Week					3rd Week					4th Week					5th Week				
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
September	1	17				1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	
									H														P					
October		20						1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
														H														
November	1	21		1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30			
											P																	
December	1	12				1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31
						P													H	H	H	H	H	H	H	H	H	H
January	1	20		3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31				
																							P					
February	1	19			1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28				
									P																			
March	1	17			1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31	
														H	H	H	H	H			P							
April		19						1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
								H	H																			
Education Week May	1	20		2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
													P						H									
June	2	20				1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	
							P																				P	
194 Total	9	185																										

Note: The Regular School Year Calendar 1993-94 provides a total of 197 school days to be comprised of at least 185 instructional days and up to 9 Professional Activity days. This Calendar provides 3 extra days (in excess of the minimum of 194) which must be taken either at the beginning or end of the school year.

63-0997 (Revised 12/92)

Ministry of Education
Ontario

School Year Calendar
1993 - 94

☐ Elementary ☒ Secondary

School Board	
HAMILTON	
School	
Ainslie Wood, Caledon, Crestwood	
Approved by (signature of Board Officer)	

Legend: H - Statutory School Holiday; E - Scheduled Examination Day; P - Professional Activity Day; ☑ Half Day

Month	Number of Professional Activity Days	Number of Instructional Days	Number of Scheduled Examination Days	1st Week					2nd Week					3rd Week					4th Week					5th Week				
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
September		18				1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	
									H																			
October		20						1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
														H														
November		22		1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30			
December		13				1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31
																			H	H	H	H	H	H	H	H	H	H
January	2	15	4	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31				
	Semester	II begins	Jan. 31															E	E	E	E	P	P					
February	1	19			1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28				
									P																			
March		18			1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31	
														H	H	H	H	H										
April	1	18						1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
								H	H																			P
May		21		2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
	Education Week																		H									
June	5	13	4			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	
																			E	E	E	E	P	P	P	P	P	
Total 194	9	177 (185)	8																									

Note: The Regular School Year Calendar 1993-94 provides a total of 197 school days to be comprised of at least 185 instructional days and up to 9 Professional Activity days. This Calendar provides 3 extra days (in excess of the minimum of 194) which must be taken either at the beginning or end of the school year.

Ministry of Education
Ontario

School Year Calendar
1993 - 94

☐ Elementary ☒ Secondary

School Board: HAMILTON

School: Barton

Approved by (signature of Board Officer):

Legend: H - Statutory School Holiday; E - Scheduled Examination Day; P - Professional Activity Day; ☑ Half Day

Month	Number of Professional Activity Days	Number of Instructional Days	Number of Scheduled Examination Days	1st Week					2nd Week					3rd Week					4th Week					5th Week				
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
September		18				1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	
									H																			
October		20						1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
														H														
November		20	2	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30			
							E	E																				
December		13				1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31
																			H	H	H	H	H	H	H	H	H	H
January	2	14	5	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31				
	Semester	II begins	Jan. 31														E	E	E	E	E	P	P					
February	1	19			1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28				
									P																			
March	18				1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31	
														H	H	H	H	H										
April	1	16	2					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
								H	H						E	E												P
May		21		2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
	Education	Week																	H									
June	5	11	6			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	
																	E	E	E	E	E	E	P	P	P	P	P	
Total 194	9	170 (185)	15																									

Note: The Regular School Year Calendar 1993-94 provides a total of 197 school days to be comprised of at least 185 instructional days and up to 9 Professional Activity days. This Calendar provides 3 extra days (in excess of the minimum of 194) which must be taken either at the beginning or end of the school year.

63-0997 (Revised 12/92)

Ministry of Education
Ontario

School Year Calendar 1993 - 94

☐ Elementary ☒ Secondary

School Board	
HAMILTON	
School	
Delta	
Approved by (signature of Board Officer)	

Legend: H - Statutory School Holiday; E - Scheduled Examination Day; P - Professional Activity Day; ☒ Half Day

Month	Number of Professional Activity Days	Number of Instructional Days	Number of Scheduled Examination Days	1st Week					2nd Week					3rd Week					4th Week					5th Week				
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
September		18				1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	
									H																		
October		20						1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
														H														
November		21	i	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30			
										E																		
December		13				1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31
																			H	H	H	H	H	H	H	H	H	H
January	2	13	6	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31				
	Semester II begins		Jan. 31													E	E	E	E	E	E	P	P					
February	1	19			1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28				
									P																			
March		18			1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31	
														H	H	H	H	H										
April	1	17	1					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
								H	H									E										P
May		21		2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
	Education Week																		H									
June	5	10	7			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	
																E	E	E	E	E	E	E	P	P	P	P	P	
Total 194	9	170 / 185	15																									

Note: The Regular School Year Calendar 1993-94 provides a total of 197 school days to be comprised of at least 185 instructional days and up to 9 Professional Activity days. This Calendar provides 3 extra days (in excess of the minimum of 194) which must be taken either at the beginning or end of the school year.

63-0997 (Revised 12/92)

PAGE 12

Ministry of Education
Ontario

School Year Calendar
1993 - 94

☐ Elementary ☒ Secondary

School Board: HAMILTON

School: Glendale

Approved by (signature of Board Officer)

Legend: H - Statutory School Holiday; E - Scheduled Examination Day; P - Professional Activity Day; ☑ Half Day

Month	Number of Professional Activity Days	Number of Instructional Days	Number of Scheduled Examination Days	1st Week					2nd Week					3rd Week					4th Week					5th Week				
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
September		18				1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	
									H																			
October		20						1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
														H														
November		19	3	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30			
						E	E	E																				
December		13				1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31
																			H	H	H	H	H	H	H	H	H	H
January	2	15	4	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31				
	Semester II begins Jan. 31																											
February	1	19			1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28				
									P																			
March		18			1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31	
														H	H	H	H	H										
April	1	14	4					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
								H	H						E	E	E	E										P
May		21		2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
	Education Week																		H									
June	5	13	4			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	
																			E	E	E	E	P	P	P	P	P	
Total 194	9	170 (185)	15																									

Note: The Regular School Year Calendar 1993-94 provides a total of 197 school days to be comprised of at least 185 instructional days and up to 9 Professional Activity days. This Calendar provides 3 extra days (in excess of the minimum of 194) which must be taken either at the beginning or end of the school year.

63-0997 (Revised 12/92)

Ministry of Education
Ontario

School Year Calendar 1993 - 94

☐ Elementary ☒ Secondary

School Board	
HAMILTON	
School	
Sherwood	
Approved by (signature of Board Officer)	

Legend: H - Statutory School Holiday; E - Scheduled Examination Day; P - Professional Activity Day; ☑ Half Day

Month	Number of Professional Activity Days	Number of Instructional Days	Number of Scheduled Examination Days	1st Week					2nd Week					3rd Week					4th Week					5th Week				
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
September	1	17				1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	
									H																			
October		20						1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
														H														
November		20	2	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30			
							E	E																				
December		13				1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31
																			H	H	H	H	H	H	H	H	H	H
January	2	12	5	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31				
	Semester	2 Begins	Jan. 31									E	E	E	E	E	P	P										
February	1	19			1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28				
									P																			
March		18			1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31	
														H	H	H	H	H										
April	1	17	1					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
								H	H					E														P
May		21		2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
	Education	Week																	H									
June	4	11	7			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	
Total 194	9	170	15																									
		185																										

Note: The Regular School Year Calendar 1993-94 provides a total of 197 school days to be comprised of at least 185 instructional days and up to 9 Professional Activity days. This Calendar provides 3 extra days (in excess of the minimum of 194) which must be taken either at the beginning or end of the school year.

Ministry of Education
Ontario

School Year Calendar 1993 - 94

☐ Elementary ☒ Secondary

School Board: HAMILTON

School: Sir Allan MacNab

Approved by (signature of Board Officer)

Legend: H - Statutory School Holiday; E - Scheduled Examination Day; P - Professional Activity Day; ☑ Half Day

Month	Number of Professional Activity Days	Number of Instructional Days	Number of Scheduled Examination Days	1st Week					2nd Week					3rd Week					4th Week					5th Week				
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
September		18				1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	
									H																		
October		20						1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
														H														
November		19	3	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30			
							E	E	E																			
December		13				1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31
																			H	H	H	H	H	H	H	H	H	H
January	2	15	4	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31				
	Semester	II begins	Jan. 31															E	E	E	E	P	P					
February	1	19			1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28				
									P																			
March		18			1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31	
														H	H	H	H	H										
April	1	15	3					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
								H	H							E	E	E										P
May		21		2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
	Education	Week																	H									
June	5	12	5			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	
																		E	E	E	E	E	P	P	P	P	P	
Total 194	9	170	15																									
		185																										

Note: The Regular School Year Calendar 1993-94 provides a total of 197 school days to be comprised of at least 185 instructional days and up to 9 Professional Activity days. This Calendar provides 3 extra days (in excess of the minimum of 194) which must be taken either at the beginning or end of the school year.

63-0997 (Revised 12/92)

Ministry of Education
Ontario

School Year Calendar
1993 - 94

☐ Elementary ☒ Secondary

School Board	
HAMILTON	
School	
Sir John A. Macdonald	
Approved by (signature of Board Officer)	

Legend: H - Statutory School Holiday; E - Scheduled Examination Day; P - Professional Activity Day; ☑ Half Day

Month	Number of Professional Activity Days	Number of Instructional Days	Number of Scheduled Examination Days	1st Week					2nd Week					3rd Week					4th Week					5th Week				
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
September		18				1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	
									H																		
October		20						1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
														H														
November		19	3	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30			
								E	E	E																		
December		13				1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31
																			H	H	H	H	H	H	H	H	H	H
January	2 Semester	15 II begins	4 Jan. 31	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31				
																		E	E	E	E	P	P					
February	1	19			1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28				
									P																			
March		18			1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31	
														H	H	H	H	H										
April	1	15	3					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
								H	H							E	E	E										P
May	Education	21 Week		2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
																			H									
June	5	12	5			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	
																		E	E	E	E	E	P	P	P	P	P	
Total 194	9	170 (185)	15																									

Note: The Regular School Year Calendar 1993-94 provides a total of 197 school days to be comprised of at least 185 instructional days and up to 9 Professional Activity days. This Calendar provides 3 extra days (in excess of the minimum of 194) which must be taken either at the beginning or end of the school year.

Ministry of Education
Ontario

School Year Calendar 1993 - 94

☐ Elementary ☒ Secondary

School Board: HAMILTON

School: Sir Winston Churchill

Approved by (signature of Board Officer)

Legend: H - Statutory School Holiday; E - Scheduled Examination Day; P - Professional Activity Day; ☑ Half Day

Month	Number of Professional Activity Days	Number of Instructional Days	Number of Scheduled Examination Days	1st Week					2nd Week					3rd Week					4th Week					5th Week				
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
September		18				1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	
									H																			
October		20						1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
														H														
November	1	21		1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30			
										P																		
December		13				1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31
																			H	H	H	H	H	H	H	H	H	H
January	2	15	5	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31				
	Semester II begins Jan. 31																E	E	E	E	E	P	P					
February	1	19			1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28				
									P																			
March		18			1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31	
														H	H	H	H	H										
April	3	16						1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
							H	H	H								P	P										P
May		21		2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
	Education Week																		H									
June	2	14	6			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	
																				E	E	E	E	E	E	P	P	
Total 194	9	174 (185)	11																									

Note: The Regular School Year Calendar 1993-94 provides a total of 197 school days to be comprised of at least 185 instructional days and up to 9 Professional Activity days. This Calendar provides 3 extra days (in excess of the minimum of 194) which must be taken either at the beginning or end of the school year.

63-0997 (Revised 12/92)

Ministry of Education
Ontario

School Year Calendar
1993 - 94

☐ Elementary ☒ Secondary

School Board	
HAMILTON	
School	
Westdale	
Approved by (signature of Board Officer)	

Legend: H - Statutory School Holiday; E - Scheduled Examination Day; P - Professional Activity Day; ☒ Half Day

Month	Number of Professional Activity Days	Number of Instructional Days	Number of Scheduled Examination Days	1st Week					2nd Week					3rd Week					4th Week					5th Week				
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
September		18				1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	
									H																		
October		20						1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
														H														
November		19	3	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30			
							E	E	E																			
December		13				1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31
																			H	H	H	H	H	H	H	H	H	H
January	2 Semester	15 II begins	4 Jan. 31	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31				
																		E	E	E	E	P	P					
February	1	19			1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28				
									P																			
March		18			1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31	
														H	H	H	H	H										
April	1	14	4					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
								H	H						E	E	E	E										P
May	Education Week	21		2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
																			H									
June	5	12	4			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	
																			E	E	E	E	P	P	P	P	P	
Total 194	9	170 (185)	15																									

Note: The Regular School Year Calendar 1993-94 provides a total of 197 school days to be comprised of at least 185 instructional days and up to 9 Professional Activity days. This Calendar provides 3 extra days (in excess of the minimum of 194) which must be taken either at the beginning or end of the school year.

Ministry of Education
Ontario

School Year Calendar 1993 - 94

☐ Elementary ☒ Secondary

Legend: H - Statutory School Holiday; E - Scheduled Examination Day; P - Professional Activity Day; ☑ Half Day

School Board: HAMILTON

School: Westmount

Approved by (signature of Board Officer)

Month	Number of Professional Activity Days	Number of Instructional Days	Number of Scheduled Examination Days	1st Week					2nd Week					3rd Week					4th Week					5th Week				
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
September		18				1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	
									H																			
October		19	1					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
														H							E							
November		21	1	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30			
																					E							
December		13				1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31
																			H	H	H	H	H	H	H	H	H	H
January	2 Semester	13 II begins	6 Jan. 31	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31				
											E						E	E	E	E	E	P	P					
February	1	18	1		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28				
									P												E							
March		18			1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31	
														H	H	H	H	H										
April	1	17	1					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
							H	H																		E		P
May	Education	21 Week		2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
																			H									
June	5	12	5			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	
																		E	E	E	E	E	P	P	P	P	P	
Total 194	9	170 185	15																									

Note: The Regular School Year Calendar 1993-94 provides a total of 197 school days to be comprised of at least 185 instructional days and up to 9 Professional Activity days. This Calendar provides 3 extra days (in excess of the minimum of 194) which must be taken either at the beginning or end of the school year.

63-0997 (Revised 12/92)

PAGE 21

Ministère de l'Éducation
Ontario

Calendrier scolaire 1993 - 94

☐ élémentaire ☒ secondaire

conseil scolaire: Hamilton

école: Ecole secondaire Georges - P.-Vanier

approuvé par (signature du reponsable du conseil)

Sigles : C - congés scolaires; E - jour d'examen déterminé; P - journée pédagogique; ☑ demi-journée

Mois	journées pédagogiques	jours de cours	jours d'examen déterminés
septembre		18	
octobre	1	19	
novembre		22	2
décembre		13	
janvier	2	19	5
février		20	
mars		18	
avril		19	2
mai	La semaine de l'éducation 1	20	
juin	5	17	6
Total	9	185	15

	1er semaine					2e semaine					3e semaine					4e semaine					5e semaine				
	L	M	M	J	V	L	M	M	J	V	L	M	M	J	V	L	M	M	J	V	L	M	M	J	V
			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	
			C	C	C	C																			
					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
											C									P					
	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30			
				E	E																				
			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31
																C	C	C	C	C	C	C	C	C	C
	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31				
														E	E	E	E	E	P	P					
		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28				
		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31	
											C	C	C	C	C										
					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
					C	C								E	E										
	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
										P						C									
			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	
														E	E	E	E	E	E	P	P	P	P	P	

Remarque : Normalement, le calendrier scolaire 1993-94 comporte au total 197 jours d'école dont 185 au moins seront des journées d'enseignement et pas plus de 9 seront des journées pédagogiques. Il reste ainsi 3 autres jours (au-dessus du minimum de 194) qui, en règle générale, doivent être pris soit au début, soit à la fin de l'année scolaire.

63-0997 (Révisé 12/92)

PAGE 22

Appendix III

THE HAMILTON COUNCIL OF
HOME AND SCHOOL ASSOCIATIONS

AFFILIATED WITH
ONTARIO FEDERATION OF HOME AND SCHOOL ASSOCIATIONS

HAMILTON, ONTARIO

FOUNDED IN 1933

March 29, 1993

Ms. Margaret Cunningham
Chairman of the Board
Hamilton Board of Education

Dear Ms. Cunningham:

The Hamilton Council of Home and School Associations, representing 27 schools in the Hamilton Board of Education, would like to suggest that consideration be given to starting the school year during the week prior to Labour Day weekend.

The Ministry of Education does allow schools to commence on September 1st so this is certainly a consideration when the calendar has September 1st falling in the week prior to Labour Day.

We feel that at the elementary level, the last ten days or so of June are often lost educational days due to student assessment and report card deadlines of mid-June. Optimum student performance and attitude is difficult to achieve at the end of June, whereas it is at its peak at the beginning of September.

At the secondary level the first semester in 1993/94 is two days shorter than the second semester. Therefor during the week prior to Labour Day, administrative work, timetabling, and valuable teacher/principal planning could be accomplished as well as adding two more days to semester one.

The original concept of Labour Day does not seem to apply in these depressed times, and therefor education is all the more important.

Education must be adaptable and progressive. It is our recommendation that starting the school year on September 1st would be a positive change, beneficial to our most important 'clients', the students.

Sincerely,

Eva Riis-Culver

Eva Riis-Culver

cc: Mr. D. Goodridge
Ms. Elizabeth Bond

Appendix IV

FINANCIAL IMPLICATIONS

The following are additional costs that would be incurred, as the result of beginning the school term Wednesday, September 1, 1993.

Academic Staff		$0
Caretaking Staff		$0
Educational Assistants		$79,793
Lunchroom Supervisors		$24,486
School Library Clerks		$4,400
Elementary/Senior Secretaries		$45,020
Elementary/Second Secretaries		$48,974
Transportation		$88,484
	Total	$322, 386
Additional Grant realized		**$0**

A September 1 opening would mean these additional expenses would have to be accounted for within the existing 1993 allocations. No provision has been made for such additional costs when the 1993 budget was prepared.

1993 - 1994 Holiday Schedule
Secondary School Offices and Education Centre

That the following Holiday Schedule for the Secondary School Offices, the Education Centre and the Area Offices be incorporated into the 1993 - 1994 School Year Calendar.

Monday, September 6, 1993 - Labour Day

Monday, October 11, 1993 - Thanksgiving Day

Friday, December 24, 1993 - 12:00 Noon Closing

Monday, December 27, 1993 - in lieu of Christmas Day

Tuesday, December 28, 1993 - in lieu of Boxing Day

Thursday, December 30, 1993 - 12:00 Noon Closing

Friday, December 31, 1993 - in lieu of New Year's Day

Friday, April 1, 1994 - Good Friday

Monday, April 4, 1994 - Easter Monday

Monday, May 23, 1994 - Victoria Day

Friday, July 1, 1994 - Canada Day

Monday, August 2, 1994 - Civic Day

To the Chairman and Members,
Operations Management Committee,
Board of Education,
Hamilton.

Ladies & Gentlemen:

Re: Hill Park - Phase I

As part of the 1992 Accommodation Report the Board approved an estimated cost of $1,450,000 for Phase I of the renovation and addition to Hill Park Secondary School for 1993. Subsequently, tenders were advertised for this project and the Board is in receipt of the following bids:

	CONTRACTOR	BASE BID	G.S.T.	OPTIONAL WINDOWS	REFINISH CHALKBOARDS	TOTAL
	Vallee Way General Contractors Ltd.	998,000.00	69,860.00	(10,000.00)	10,000.00	1,067,860.00
	Genspec Construction Ltd.	1,025,212.00	71,764.84	(10,000.00)	8,000.00	1,094,976.84
	G. S. Wark Limited	1,033,000.00	72,310.00	(10,000.00)	10,000.00	1,105,310.00
	T.R.Hinan Contractors Inc.	1,024,995.00	71,749.65	0.00	10,000.00	1,106,744.65
	Frank Buffalino & Sons Const.Ltd.	1,035,000.00	72,450.00	0.00	10,000.00	1,117,450.00
	Bestco Construction	1,049,420.00	73,459.40	(10,000.00)	10,000.00	1,122,879.40
	Martin-Stewart Contracting Ltd.	1,059,000.00	74,130.00	(10,000.00)	10,000.00	1,133,130.00
	Demik Construction Limited	1,060,000.00	74,200.00	0.00	0.00	1,134,200.00
	The Frid Construction Company Ltd.	1,064,698.00	74,528.86	(10,000.00)	10,000.00	1,139,226.86
*	DNA Contracting Inc.	1,067,700.00	74,739.00	0.00	10,000.00	1,152,439.00
	D.S. Construction Co.	1,079,803.00	75,586.21	(10,000.00)	10,000.00	1,155,389.21
	Tarbutt-Buttenham Construction Ltd	1,081,604.00	75,712.28	0.00	10,000.00	1,167,316.28
	Rainbow Construction 86 Ltd.	1,098,000.00	76,860.00	(10,000.00)	10,000.00	1,174,860.00
	Ener-Save Const.o/a 525440 Ont.Ltd.	1,100,000.00	77,000.00	0.00	4,800.00	1,181,800.00
	New General Contractors Ltd.	1,156,000.00	80,920.00	(10,337.00)	10,000.00	1,236,583.00
	Carosi Construction Limited	1,234,000.00	86,380.00	0.00	10,000.00	1,330,380.00

* Contractor made error on G.S.T. Original bid indicated $74,749. Above indicates correct figure.

The specifications requested optional prices for an alternate window design to that shown on the drawings and for the refinishing of the existing chalkboards. The costs for these options are as noted in the summary above.

The Superintendent of Plant recommends that the lowest tender in accordance with the plans and specifications, including the optional window and blackboard refinishing items, be accepted and that a contract be awarded to Valee Way General Contractors Ltd.

Contract	1,067,860
Permit & Contingency	64,000
Architectural Fees	153,925
Moving Furniture & Equipment	5,000
Debenture & OMB Cost	9,215
	$1,300,000

Recommendations:

1. That a contract be awarded to Vallee Way General Contractors Ltd. in the amount of $1,067,860.

2. That funds be approved in the amount of $1,300,000 for this project.

3. That application for final approval be submitted to the Ontario Municipal Board.

4. That pursuant to the provisions of Part IX, Section 235, subsection 1 of the Education Act, the Superintendent of Finance and Treasurer be authorized to make application to the Ontario Municipal Board for approval to issue debentures for the firm sum of $1,300,000 for the renovation and addition to Hill Park Secondary School on East 16th Street in the City of Hamilton and further requests that the said money be raised by the sale of debentures of the said Regional Municipality of Hamilton-Wentworth with repayment term not to exceed twenty (20) years and that the appropriate By-Law for the said purpose to be passed by the Council of said Regional Municipality.

Prepared by: R. T. Orlando, Superintendent of Plant
I. Polidori, Manager, Financial Services

Submitted by: R. T. Orlando, Superintendent of Plant

Approved by: Donald Goodridge,
Director of Education & Secretary of the Board.

BOARD OF EDUCATION FOR THE CITY OF HAMILTON
100 MAIN STREET WEST
HAMILTON, ONTARIO

April 6, 1993

To the Chairman and Members
Operations Management Committee
Board of Education for the City of Hamilton

Ladies and Gentlemen

The Hamilton Board of Education has been asked to approve a research request from the Mayor's Youth Advisory Committee regarding issues of concern to Hamilton young people.

Three classes of students in each composite school will be asked to complete a 15 minute questionnaire in class. The completed questionnaires are to be returned, through the Board's delivery system, to our Research Services Department for forwarding to the Mayor's Youth Advisory Committee for analysis. When the analysis has been completed, copies of the report will be forwarded to our secondary principals for use within our schools. As well, the findings in the study will be used as a planning document for the activities of the Mayor's Youth Advisory Committee for the next several years.

The project has been carefully reviewed by Hamilton Board of Education staff. The project design is sound and the volunteers on the Mayor's Youth Advisory Committee have the skill to complete the task satisfactorily. It is anticipated that the feedback report will be available to our schools in September, 1993.

It is recommended that this study be approved.

Prepared by: O. Jackson, Supervisor of Research Services

Submitted by: O. Jackson, Supervisor of Research Services

Approved by: D. W. Goodridge, Director of Education
and Secretary

The Huron County Board of Education

R. B. Allan, B.A., M.Ed., Director of Education

Huron Public Education Opening Up the World

Referred to Operations Management Committee at 1993 03 23 Board.

March 5, 1993

K. A. Reilly
Director of Education
Board of Education for the City of Hamilton
P.O. Box 558
HAMILTON, Ontario
L8N 3L1

Dear K.A. Reilly:

Subject: General Legislative Grants

On Monday, March 1, 1993, the Huron County Board of Education adopted the following resolution.

RESOLVED THAT, *as recommended by the Executive Committee, and,*

WHEREAS *the 1993 General Legislative Grants as announced reflect a decrease in the actual grants received by many boards such as the Huron County Board of Education;*

WHEREAS *the increase in the Standard Mill Rate for 1993 was set at an unrealistic level for school boards which are experiencing little or no assessment growth; and*

WHEREAS *some components of the per pupil grants, such as the salary component, have been set at unrealistic levels given the pre determined expenditure increases in board budgets and collective agreements;*

BE IT RESOLVED THAT the Huron County Board of Education:

(a) *petition the Minister of Education and Training to provide for changes in grant levels which are closely tied to the actual changes in the assessment bases of school boards and that the Huron County Board of Education solicit the support of other boards to do the same; and*

(b) *request that the Ontario Public School Boards' Association encourage the Minister of Education and Training to develop a grant structure which will provide for a fairer distribution of the limited educational financing.*

. . . 2

103 Albert Street, Clinton, Ontario N0M 1L0 (519) 482-3496 1-800-265-5598 Fax (519) 482-9358

As a consequence, the Huron County Board of Education Chair has written to the Minister of Education and Training.

We would appreciate your Board's consideration of this matter.

Yours truly,

R. B. Allan
Director of Education

RBA/jc
F:\..\Letter

The Huron County Board of Education

R. B. Allan, B.A., M.Ed., Director of Education

March 5, 1993

The Honourable Dave Cooke
Minister of Education and Training
Ontario Ministry of Education and Training
22nd Floor, Mowat Block
Queen's Park
900 Bay Street
Toronto, Ontario
M7A 1L2

Dear Dave Cooke:

Subject: General Legislative Grants

At its Regular Board Meeting on March 1, 1993, the Huron County Board of Education adopted the following resolution.

WHEREAS *the 1993 General Legislative Grants as announced reflect a decrease in the actual grants received by many Boards such as the Huron County Board of Education;*

WHEREAS *the increase in the Standard Mill Rate for 1993 was set at an unrealistic level for school boards which are experiencing little or no assessment growth; and*

WHEREAS *some components of the per pupil grants, such as the salary component, have been set at unrealistic levels given the pre determined expenditure increases in board budgets and collective agreements;*

BE IT RESOLVED THAT the Huron County Board of Education petition the Minister of Education and Training to provide for changes in grant levels which are closely tied to the actual changes in the assessment bases of school boards . . .

A brief explanation for the Board's resolution is provided below.

The Huron County Board of Education operates 24 elementary and 5 regular secondary schools, all of which have relatively stable enrolments.

In 1991, the Board had total expenditures of $61 111 211. Based on data found in Memorandum 92:B4, "Per Pupil Cost of Operating", which is produced in your Ministry, the cost of education in Huron County was $3 782. and $4 385. per pupil in the elementary and secondary panels respectively. The per pupil costs for the Huron County Board of Education ranked within the lowest 15% of all boards reported.

103 Albert Street, Clinton, Ontario N0M 1L0 (519) 482-3496 1-800-265-5598 Fax (519) 482-9334

In 1992, the Board, in attempting to meet the Ministry's and the public's restraint mandate cut its expenditures to $60 812 158. The 1992 Ministry of Education grant for recognized ordinary expenditure for both panels was $25 058 852.

This year, the key components of the 1993 General Legislative Grants indicate that the standard mill rate will be adjusted 6.5%. Our assessment growth is under one per cent. Using the total information available to us at this time, we calculate that the grant for recognized ordinary expenditure will be $24 530 247. or $528 605. less than the amount received in 1992. We have addressed every area of cost containment. We cannot reduce further without damaging our education system. We cannot ask our ratepayers to make up the reduction in the Ministry's grant.

Please address our situation in the finalized 1993 General Legislative Grant Regulations.

Yours truly,

Beatrice Dawson

Bea Dawson
Chair of the Board

BD/RBA/jc
F:\...\Letters

c Paul Klopp, M.P.P. - Huron
C-file
DLB

April 6, 1993

TO: The Chairman of the Board and Members of the Operations Management Committee
FROM: Murray Quinn, Superintendent of Schools–Area 1
RE: **Admission of Grade 6 Students to Middle Schools**

Background:

At the February Operations Management Committee meeting a presentation was made by Mr. Ray Panavas regarding the Board's admission policy to Middle Schools. This report was referred to the officials for a response.

The following examines the issue from a system perspective while Appendix B responds specifically to the accommodation conditions which exist at Ryerson Middle School and consequently impact on the Junior feeder schools of Hess St. and Strathcona.

The placement of Grade 6 students has been a planned and long term process related to a variety of accommodation dynamics which have existed within our system for many years. A variety of Junior and Middle School organizations have always characterized our city with no system-wide attempts to build schools or to create school communities which all look alike. Rather, the admission to Middle Schools has varied historically and has depended on a number of factors which have impacted on our system. A review of the Accommodation Reports from 1970 onward reveals the following impactors have been most significant:

- declining enrolment;
- enrolment shifts within and among catchment areas;
- initiation and expansion of the French Immersion program;
- ability of our buildings to accommodate students;
- ability of our system to construct new facilities and/or upgrade existing facilities.

This review further reveals that these factors are not unique to any particular area of our city but, rather, over time, have tended to influence accommodation decisions throughout the entire system. The decisions to realign feeder school boundaries, to support declines in Middle School enrolments, to ensure the continuance of a viable program in both Junior and Middle Schools, to relieve accommodation pressures on Junior School facilities have resulted, over the past 20 years, in a gradual but steady movement toward the inclusion of Grade 6 students in Middle Schools, but, as circumstances allowed.

The outcomes of this careful attention to accommodation decisions have:

- supported the best interests of the broader school program (i.e. have facilitated the continuance of viable programs in both Junior and Middle Schools across our system;
- in many cases, ensured a community its community school;
- made the most effective use of our facilities so that neither underpopulation nor overcrowding have impacted negatively on the program of our students.

Issue:

To review and report the admission practices of Grade 6 students to our Middle Schools.

Recommendation:

That the report on the admission of Grade 6 students to Middle Schools be received for information.

Rationale:

To allow the continued movement toward the inclusion of Grade 6 students in Middle Schools through the planning decisions as followed in our annual System Accommodation Reports.

Attachment:

Appendix A
Appendix B

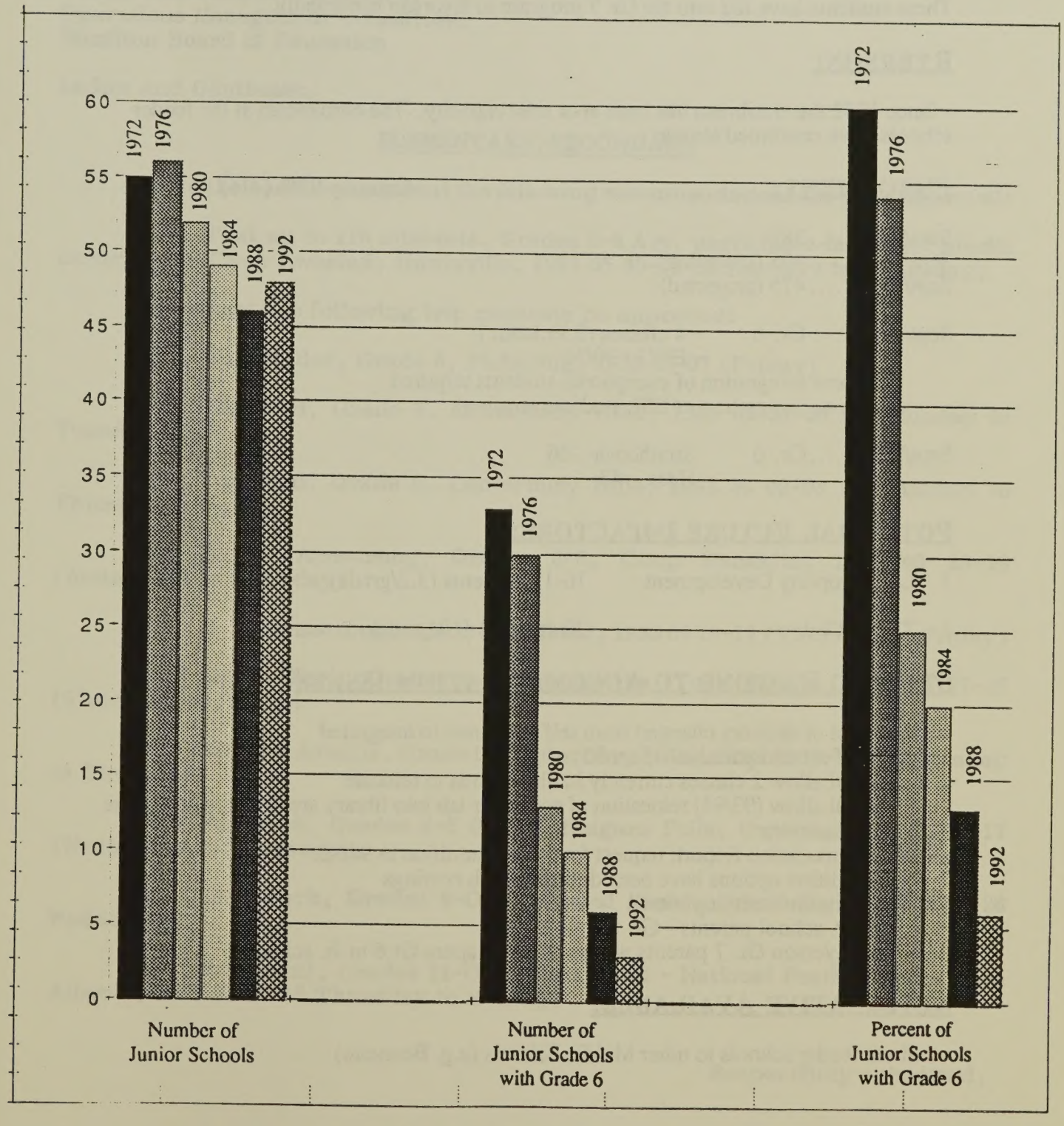
Prepared by: M. Quinn, Superintendent of Schools–Area 1
Presented by: M. Quinn, Superintendent of Schools–Area 1
Approved by: D. Goodridge, Director and Secretary

/iv

Appendix A

JUNIOR ELEMENTARY SCHOOLS WITH GRADE 6 ENROLMENTS

(September 30, each year)



Research Services Department
Hamilton Board of Education
March 23, 1993

REPORT OF THE SPECIAL EDUCATION ADVISORY COMMITTEE

Present: Dr. I. Adamson (Chairman), Trustees Allen and Bishop, Mesdames Bramberger, Howard, Kerr Jaskiewicz, Kappheim and Trott, Mr. Verticchio and Dr. Van der Spuy.

Also Present: Trustee Mulholland
A. Mutart (Hamilton Teachers' Federation)
J. Sims (Hamilton Secondary School Principals' Council)

Officials Present: Dr. F. Cooke (Assistant Superintendent of Program)
Mr. R. Adams (Co-ordinator of Special Education)

The Committee recommends:

ELEMENTARY/SECONDARY

1. That the Presentation regarding Early Identification Process be received for information and that SEAC expresses its appreciation and full support for the Early Identification Program, including any program modifications needed for the individual student.

Respectfully submitted,

I. ADAMSON
Chairman

Meeting Room
1993 03 10

To: The Chairman and Members of the
Operations Management Committee
1993-04-06

From: Paul E. Shewfelt
Superintendent of Finance and Treasurer

Re: 1992 Annual Audited Financial Statements
of the Board of Education for the City of Hamilton Foundation

Report: Information/Decision

Background:

The financial statements for the Board of Education for the City of Hamilton Foundation for the year ended December 31, 1992, were prepared by the Finance Department. The statements were audited by the auditors appointed by the Board of Trustees, MacGillivray Partners.

Recommendation:

That the 1992 Audited Financial Statements for the Board of Education for the City of Hamilton Foundation be approved.

Attachment:

1992 Annual Report of the Board of Education for the City of Hamilton Foundation.

To: The Chairman and Members of the
Operations Management Committee
1993-04-06

From: Paul E. Shewfelt
Superintendent of Finance and Treasurer

Re: 1992 Annual Audited Financial Statements
of the Board of Education for the City of Hamilton

Report: Information/Decision

Background:

The financial statements for the Board of Education for the City of Hamilton for the year ended December 31, 1992, were prepared by the Finance Department. The statements were audited by the auditors appointed by the Board of Trustees, MacGillivray Partners.

Recommendation:

That the 1992 Audited Financial Statements for the Board of Education for the City of Hamilton be approved.

Attachment:

1992 Annual Report of the Board of Education for the City of Hamilton.

HAMILTON PUBLIC LIBRARY
3 2022 21335870 4